DOCUMENT RESUME

ED 118 998 95 CE 006 582

TITLE	Developing and Testing Simulated Occupational Experiences for Distributive Education Students in Rural Communities: Volume II: Curriculum Materials: Final Report.
INSTITUTION	Virginia Polytechnic Inst. and State Univ., Blacksburg.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C.
BUREAU NO	V022AVZ
PUB DATE	28 Feb 76
GRANT	OEG-0-74-1738
NOTE	294p.; For related documents, see CE 006 581-583
EDRS PRICE	MF-$0.83 HC-$15.39 Plus Postage
DESCRIPTORS	*Curriculum Guides; *Distributive Education; *Job Skills; Learning Activities; Marketing; Merchandising; Performance Based Education; Pilot Projects; Program Content; Rural Schools; Salesmanship; Sales Occupations; Secondary Education; *Simulation; Unit Plan; *Work Experience Programs

ABSTRACT

Volume 2 of a three-volume final report presents curriculum materials developed as part of a research project which pilot tested a distributive education program for rural schools utilizing a retail store simulation plan. The materials for the two-year curriculum consist of "Competency Area Packets" (addressed to the student) for the following areas: advertising, communications, display, human relations, mathematics, merchandising, operations and management, product and service technology, and selling. The curriculum is designed to prepare first year students for selected entry-level distributive jobs and second year students for selected career-level distributive jobs. The materials are specified for classroom or simulation use, for year one or two, and are based on competencies common to a salesperson or an assistant buyer for a department store. A brief teacher-coordinator guide introduces each of the areas, outlines topics to include, and lists instructional materials. The packet materials for each area present competencies, individual learning activities, and group activities in a three-column format. Appended are: a three-page list of instructional materials, zone analyses of jobs in seven categories of business, and a suggested teaching sequence for the curriculum. (Author/MS)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

ED118998

FINAL REPORT

Project No. V022412

Grant No. OEG-0-74-1738

DEVELOPING AND TESTING SIMULATED OCCUPATIONAL EXPERIENCES FOR DISTRIBUTIVE EDUCATION STUDENTS IN RURAL COMMUNITIES

Project in Vocational Education
Conducted Under
Part C of Public Law 90-576

The project report herein was performed pursuant to a grant from the Office of Education, U.S. Department of Health, Education, and Welfare. Contractors or grantees undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Point of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

Lucy C. Crawford, Project Director
Virginia Polytechnic Institute and State University
Blacksburg, Virginia 24061

February 28, 1976

U.S. DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

PREFACE

The report of the project, "Developing and Testing Simulated Occupational Experiences for Distributive Education Students in Rural Communities," is presented in three volumes.

Volume I includes the goals and objectives of the project, procedures followed, curriculum for the simulation project, third-party evaluation of the project and summary, implications and recommendations. This volume also includes a selected bibliography, sample correspondence, sample forms, and a schedule of career progressions in six categories of business.

Volume II includes curriculum guides in the form of Competency Area Packets. Special recognition is due Mrs. Stephanie M. Dowdy, research assistant, for her work in developing the materials in this volume. The volume includes the following Competency Area Packets: Advertising, Communications, Display, Human Relations, Mathematics, Merchandising, Operations and Management, Product and Service Technology, and Selling. A suggested list of instructional materials is also included in this volume.

Volume III includes prototype training plans for 15 entry-level and 15 career-level jobs.

The entry level jobs are:

Department Store	Food Store	Variety Store
Salesperson	Produce Clerk	Marker/Stockman
Stockperson	Cashier	Salesperson
Receiving Clerk	Grocery Clerk	
Display Helper		
Credit Interviewer		

Petroleum	Restaurant	Hotel/Motel
Service Station Attendant	Counter Girl (Boy)	Bellman/Porter
	Waiter/Waitress	
	Busboy (Girl)	

The career level jobs are:

Department Store	Food Store	Variety Store
Assistant Buyer	Head Grocery Clerk	Personnel Manager
Department Manager	Head Produce Clerk	Commission Sales Person
Assistant Receiving Mgr.		
Assistant Display Mgr.		
Assistant Credit Mgr.		

Petroleum	Wholesaling	Restaurant
Assistant or Shift Manager	Route Salesman	Assistant Manager
	Vending Specialist	Host/Hostess

Hotel/Motel

Room Clerk

Volumes II & III were not bound so that curriculum materials and training plans could more easily be duplicated by the users of these materials.

TABLE OF CONTENTS

	PAGE
INTRODUCTION	1
Teacher-Coordinator's Guide to Advertising	4
Advertising	5
Teacher-Coordinator's Guide to Communications	24
Communications	26
Teacher-Coordinator's Guide to Display	56
Display	58
Teacher-Coordinator's Guide to Human Relations	77
Human Relations	79
Teacher-Coordinator's Guide to Mathematics	105
Mathematics	106
Teacher-Coordinator's Guide to Merchandising	124
Merchandising	125
Teacher-Coordinator's Guide to Operations & Management	139
Operations & Management	141
Teacher-Coordinator's Guide to Product & Service Technology	188
Product & Service Technology	189
Teacher-Coordinator's Guide to Selling	212
Selling	214
Appendix	276
List of Instructional Materials	277
Zone Analysis	281
Suggested Teaching Sequence	289

INTRODUCTION

Competency Areas

In Volume II, curriculum materials developed as a part of the research project, "Developing and Testing Simulated Occupational Experiences for Distributive Education Students in Rural Communities," are presented. The materials are in the form of Competency Area Packets. They are addressed to the student so that when desirable the materials may be reproduced for use as individual learning activity packages. For ease in filing and in reproducing the materials, they have been prepared in loose-leaf form. The following Competency Area Packets are included:

Advertising
Communications
Display
Human Relations
Mathematics
Merchandising
Operations and Management
Product and Service Technology
Selling

A list of suggested instructional materials is in the Appendix. Training plans for selected entry-level and career-level jobs have been constructed as supplements to the curriculum materials in this volume. The training plans are in Volume III of the report.

Career Development

Since the Competency Area Packets are limited to technical competencies, teacher-coordinators will need to supplement these curriculum materials with materials in the area of career development. For assistance in this area, a zoned analysis of careers in department stores, variety stores, food stores, service stations, wholesaling, restaurants, and hotels/motels are included in the Appendix. The same job progressions, in the form of a two-step job continuum, were included in Appendix E in Volume I. Distributive education teacher-coordinators in the pilot schools in this research project found the reference, You're Hired! . . . Getting the Right Job for You,[1] very helpful in assisting students in the various aspects of career development.

The Distributive Education Curriculum

As explained in Volume I, the curriculum for distributive education students in a simulation plan is designed to produce learning outcomes comparable to the learning outcomes expected for students in the cooperative plan. The two-year curriculum for which the Competency Area Packets in this volume were developed is designed to prepare first year students for selected entry-level and second year students for selected career-level distributive jobs. Although the materials are specified for classroom and for simulation, the curriculum materials for each year should be reviewed as a total packet. In a two-hour block of instructional time, classroom and simulation learning experiences should be developed according to the most efficient use of time and facilities. A careful study of Chapter III, Volume I, should be made before the curriculum materials in this volume are used. Small portions of that chapter are repeated here.

The reader will note that the heading on the competency area packets indicates Salesperson - Department Store - Classroom I; Salesperson - Department Store - Simulation I; Assistant Buyer - Classroom II; Assistant Buyer - Simulation II. Since the job of the salesperson in a department store includes competencies common to most entry-level jobs and since the job of assistant buyer in a department store includes competencies common to most career-level jobs, the development of curriculum materials for the classroom and for the laboratory (simulated store) was based on these two jobs. These jobs required more competencies than some of the entry-level and career jobs, but it was felt that every first year distributive education student should have knowledges, understandings and attitudes that were broad enough in scope for the students to be employable in any entry-level distributive occupation and that every second year distributive education student should have competencies broad enough for the student to be employable in a distributive occupation at the career level. In instances where the researchers felt that certain competencies required of an assistant buyer were too complex for the second year high school student, these competencies were omitted.

Skill development was usually incorporated into curriculum materials to be used in the laboratory, which was referred to as the simulated store. These materials individualized the simulated occupational experiences in three ways: (1) by relating the experiences to the students' occupational interest; (2) by relating the experience to the organizational structure of the simulated store: management, merchandising, sales promotion, control; and (3) by providing a list of specific and related tasks for the job in which each student had indicated a career interest.

The organization of the simulated and/or school store affected the construction of learning experiences. It was suggested that simulated stores be organized on a functional basis whether the store was departmentalized by product lines or whether it was operated as a single unit. The

---

[1]Kay B. Brown, You're Hired! . . . Getting the Right Job for You (Austin: Instructional Materials Services, Division of Extension, The University of Texas at Austin, 1973).

proposed organization provided for four divisions, with job functions as follows:

> Management: policy making, public relations, decision-making, research, and supervision; Merchandising: buying, selling, stocking, receiving and marking; Salespromotion: window display, interior display and advertising; and Control: personnel, inventory, payroll and accounts payable.

Ideas concerning the organization and operation of a simulated store were obtained from materials developed in Minnesota and shared with the project staff and distributive education teacher-coordinators in the pilot schools by John Lobben, who served as a consultant for this project. In Minnesota, "simulated stores" are referred to as "model" stores.

The proposal for this research study specified that learning experiences would be identified in available materials and supplemented with additional learning experiences when relevant or suitable learning experiences were not readily available. Users of these curriculum materials should keep this in mind as they study the materials in this volume for they will note that reference to the Learning Activity Packages (LAPS)[2] is made for almost all the competencies. In turn, the LAPS refer to a wide variety of resource materials. For the curriculum materials in this volume to be usable, it is essential that a set of LAPS and appropriate resource materials be available in the classroom. (See Appendix)

The research staff believes that their major contribution to distributive education instructional materials lies in the identification of competencies by level of complexity with "idea stimulators" of learning experiences to develop these competencies. If the materials in this volume show the teacher-coordinator that selections of learning experiences from the various Learning Activity Packages (LAPS) is the way to use the LAPS rather than attempting to use all of the material in each LAP, the efforts of the research staff will not have been in vain. Teacher-coordinators and students should create learning experiences to supplement or replace any of the learning experiences listed, for there are innumerable ways to develop a competency.

Some concern has been expressed about the amount of reading required if learning experiences in the LAPS are followed and about the amount of paper required to use the LAPS. The research staff believes that individual reading assignments should be kept to a minimum and that the teacher-coordinator should present the major points from longer reading assignments to the class by means of transparencies and/or tape recordings. Experience in this project has shown that the problem concerning excessive use of paper can be solved by (1) using a transparency instead of a handout; (2) giving some instructions regarding learning experiences orally; or by putting various assignments on the board. It is rare that an entire LAP or even an entire section of a LAP should be reproduced for the whole class.

Another concern has been expressed about updating references to specific materials, for when a new edition of a reference is published the page numbers referred to in the LAPS are obviously out of date. Teacher-coordinators should use the index to discover where the appropriate material is located and make notations on the LAPS and on these curriculum materials. They should also add references that they have found to be helpful. This will be a continuing task of the teacher-coordinator, just as it has always been for teachers as they revise lesson plans from year to year.

Another problem related to the curriculum for the distributive education simulation plan is that of sequencing: when to teach the various competency areas and how much time to spend in each area.

Suggested teaching sequences for the first and second year curriculum are in the Appendix. However, the teacher-coordinator may want to alter the order in which the Competency Areas are presented and the amount of time devoted to a particular competency area. It is frequently advisable to combine certain competency areas, such as selling and product and service technology. The writer believes that communications should be taught as a part of the other competency areas rather than as a separate area. Mathematics is usually more interesting if the competencies are considered as they relate to selling, merchandising, or receiving and marking. Sequencing, therefore, is an intricate and not a routine process. For this reason the suggested teaching sequences in the Appendix should be used as guidelines only.

Conditions of Learning

There are seventeen conditions of learning in a distributive education simulation plan that the project director feels teacher-coordinators should consider as these curriculum materials are used:

1. Students should have a clear concept of careers in marketing before they select a career goal.

2. Students should have an overview of the whole competency area before attempting to develop individual competencies.

---

[2]Wayne Harrison, Director. Learning Activity Packages. Madison, Wisconsin: Interstate Distributive Education Curriculum Consortium, 1974. (See Suggested Instructional Materials List in Appendix for new address.)

3. Students should assist in selecting or designing learning experiences that will most effectively develop a given competency.

4. Opportunities should be provided for students to practice a desired skill until the appropriate level of accomplishment is met.

5. Students should have an opportunity to practice the performance of the whole job as well as the various components of the job.

6. Students should have an opportunity to evaluate their own learning experiences.

7. Peer group evaluation of learning experiences should be utilized.

8. The teacher-coordinator's evaluation of learning experiences, together with peer evaluations, should be provided students as soon as possible after the learning experience takes place.

9. The needs of students in a particular class should be taken into consideration in sequencing the various competency area units. For example, second year students in a simulation plan need to develop competencies in the operations and management area as soon as possible so that they can accept their responsibilities as department or division manager in the simulated and/or school store.

10. The needs of individual students should be taken into consideration when topics within a competency area are sequenced. For example, some students may be assigned tasks in the simulated and/or school store before the competency area packet is considered by the entire class. Through the use of the Learning Activity Packages noted on the curriculum materials, individual students can prepare for these assignments.

11. Sequencing of topics within a competency area should take into account the need to motivate students as well as the logical order of the topics.

12. It is frequently necessary to begin to develop a skill before obtaining the background of knowledge and understanding underlying the skill. For example, cooperative students who have jobs as salespeople go through the total sales process with their first customers.

13. The fact that students learn at different speeds should be considered in planning instruction. Some students may develop a competency through one learning experience, whereas other students may need several learning experiences to develop the same competency.

14. Students who progress at a faster rate should have the opportunity to help slower students. In this process both students benefit, for the student who learns rapidly has a chance to develop teaching skills so essential in higher level jobs.

15. Students should have an opportunity to develop creativity and decision-making skills.

16. A system of rotation in the simulated store should give every student an opportunity to have experiences in all the major functions in a store.

17. Due to limitations in a simulated store and/or school store, these experiences should be supplemented with: (1) as much on-the-job experience as possible; (2) structured field trips; and (3) and projects designed to develop competencies related to interpersonal relationships and to professional selling.

Special recognition is due to Mrs. Stephanie M. Dowdy, research assistant, who is responsible for the development of most of the Competency Area Packets.

The packet of materials related to competencies in the Advertising area includes individual and group learning experiences for first and second year students. Competencies deemed necessary for entry-level jobs were assigned to classroom and simulation activities for first year students and competencies considered necessary for career-level jobs were assigned to classroom and simulation activities for second year students.

The focus of the competencies in the advertising area is on advertising as an aid to selling. If students obtain an understanding of various advertising media and develop skill to a limited degree in preparing various types of advertisements, they will have a greater appreciation of the importance of advertising to the seller and to the consumer.

The topics included in the advertising area are the same for the first and second year. The competencies within those topics are more complex in the second year. In some instances, the competencies and the learning experiences are repeated in the second year. Teacher-coordinators should review the material in the classroom and simulation packets at least a month before the scheduled time to use these materials. This will allow time to purchase the instructional materials needed and to prepare transparencies, handouts, tests, etc. Advance planning will also provide time to collect magazines, catalogues, and various kinds of advertisements needed for illustrations. The topics included in the Advertising area are:

Topical Outline - Advertising Area

I. Purposes of Advertising
II. Ad Planning and Budgeting
III. Media
IV. Ad Layout
V. Brand Names, Slogans, Private Brands, Trade Marks
VI. Coordination of Advertising and Selling
VII. Coordination of Advertising and Other Promotional Activities
VIII. Employees' Responsibility Regarding Advertising

Instructional Materials Cited

Advertising. Austin, Texas: Instructional Materials Laboratory, Distributive Education Department, Division of Extension, The University of Texas at Austin, 1968.

Advertising. Richmond, Virginia: Distributive Education Service, State Department of Education, 1973.

Advertising Learning Activity Packages. Columbus, Ohio: Distributive Education Interstate Curriculum Consortium, 1975.

Antrim, William H. Advertising. New York: Gregg Division/McGraw-Hill Book Company, 1970.

Ashmun, Richard D. and Edward T. Ferguson. Problems and Projects for Retailing Principles and Practices. New York: Gregg Division/McGraw-Hill Book Company, 1974.

Martin, Charles H. and Linda L. Cyrus. Advertising. Austin, Texas: Instructional Materials Laboratory, Distributive Education Department, The University of Texas, 1972.

Mason, Ralph E., Patricia Mink Rath and Herbert L. Ross. Marketing and Distribution, Second Edition. New York: Gregg Division/McGraw-Hill Book Company, 1974.

_____. Project Activity Guide for Marketing and Distribution. New York: Gregg Division/McGraw-Hill Book Company, 1974.

Projects for Use with Preparatory or Pre-employment D.E. Curriculums. Austin, Texas: Instructional Materials Laboratory, Distributive Education Department, Division of Extension, The University of Texas at Austin, 1969.

Richert, G. Henry, J.K. Stoner, and Kay B. Brown. Marketing Projects and Activities. New York: Gregg Division/McGraw-Hill, 1970.

Richert, G. Henry, Warren G. Meyer, Peter G. Haines, and E. Edward Harris. Retailing Principles and Practices, Sixth Edition. New York: Gregg Division/McGraw-Hill Book Company, 1974.

Smith, Gary R. Display and Promotion. New York: Gregg Division/McGraw-Hill Book Company, 1970.

Wingate, John W. and Harland E. Samson. Retail Merchandising. Cincinatti, Ohio: South-western Publishing Company, 1975.

Word Puzzles for D.E. Columbus, Ohio: Distributive Education Curriculum Materials Laboratory, The Ohio State University, 1974.

Salesperson - Department Store	Competency Area (Advertising) Classroom I	
Competencies	Learning Activities	
I. Purpose of Advertising	Individual	Group
(001) Knowledge of the uses of promotional and institutional advertising.	LAP 1 - #14, p. 93. Activity - "Accent on the Aims of Advertising," Virginia's Advertising Unit of Study, p. 92. (Alter project to suit occupational interest.) Activity - "Putting Advertising to Work for Me," Virginia's Advertising Unit of Study, p. 95. Read - "Goals of Advertising," Advertising, pp. 2-4. Activity 6-2,"Local Product and Institutional Ads," Marketing Projects and Activities, p. 73.	
(011) Knowledge of the purposes of advertising, such as build a reputation for the store, stabilize sales volume and introduce new products.	LAP 1 - pre-test - #011, pp. 1-6. LAP 1 - post-test - #011, pp. 18-23. Read - "Advertising and You," pp. 1-2, Advertising, Antrim. "Selling the Advertiser on Advertising," Virginia's Advertising Unit of Study, p. 93. FBLA - Bronze - Marketing, #14.	LAP 1 - #38, p. 11. Learning Experience - "What's your vote?" This activity will provide an opportunity for participants to reflect upon their own personal attitudes and values about advertising. Students may vote, take a stand and recall ads they've seen. Think through the following questions and respond to them. Be sure to answer why you believe as you do. 1. How many of you think your best source of information when buying a new product is a personal recommendation from someone you know? 2. How many of you believe that people should clip ads and take them along when they shop? 3. How many people feel that ads realistically portray how people live? 4. How many people feel that advertising suggests wants that you did not realize before? 5. How many of you feel that ads are the most effective way to communicate information about a new product? 6. How many of you feel there should be increased regulation of advertising?

Salesperson - Department Store	Competency Area (Advertising) Classroom I	
Competencies	Learning Activities	
	Individual	Group
		7. How many of you have ever thought you'd like to work in an ad agency -- even for just a month to see what it was like? 8. How many of you enjoy fun and humor in ads? 9. How many of you would be upset if all advertising was eliminated from newspapers and magazines? 10. How many of you have ever written a letter to a manufacturer about an ad it sponsored? 11. How many of you have recently purchased (or received as a gift) merchandise that you bought or requested because of a specific ad? 12. How many of you watch commercials closely? 13. How many of you can think of a commercial that advertises a food? (Activity was adapted and revised from the unit, "Understanding Advertising," J.C. Penney Co., Inc.)
(164) Develop attitude that advertising helps to build customer loyalty for the store and for individual departments.	Passout for Discussion - "How Advertising Can Benefit Anybody," Virginia's Advertising Unit of Study, p. 69. Do a research paper on "Why Advertising is Important to Business," or do an investigation of a big business (Ex. General Motors) to find out why they feel advertising is important, especially in terms of customer loyalty.	
(167) Acquire attitude that effective advertising builds goodwill in customers.	LAP I - #1, p. 72	
(173) Develop an appreciation for advertising in its role as mass seller bringing together buyer and seller and helping promote mass distribution for an economy geared to mass production.	Passouts for discussion - "Advertising Helps Keep our Economy Going and Growing," Virginia's Advertising Unit, pp. 59-62. Read - "Concepts of Advertising," Advertising, University of Texas, pp. 7-13.	LAP - #4, p. 86.
II. Ad Planning and Budgeting		
(114) Knowledge of the supply of merchandise available to		

Salesperson - Department Store	Competency Area (Advertising) Classroom I	
Competencies	Learning Activities	
	Individual	Group
(014) Back up an ad effectively. (cont.)	LAP 2 - #1, p. 29.	
(063) Possess the attitude that the available quantities of advertised merchandise should be checked before an ad breaks.	Select a particular item from a recent advertisement. Study the ad and the actual merchandise being advertised if it is available. Make written recommendations about procedures which you believe should be followed before an advertisement breaks.	
III. Media		
(002) Knowledge of the types of media that are available for advertising - periodicals (newspapers, magazines, trade journals), mass media (radio, T.V., billboards) and direct advertising (catalogs, circulars, letters).	LAP 3 - #1, p. 2 Project 6-2, "Most-used Media and Meaningful Phrases," Marketing Projects and Activities, pp. 73-74. Read - "Types of Media," Retailing Principles and Practices, 6th Edition, pp. 166-169. Learning Activity E: Problems and Projects for Retailing Principles and Practices, p. 56. Read - "Advertising Media," Marketing and Distribution, pp. 367-385. Learning Activities - "Analyzing Marketing Concepts," #1-#2, Project Activity Guide for Marketing and Distribution, p. 122. Read - "Advertising Media," Advertising, pp. 19-26. Project 4 - "Advertising Media in the Community," Advertising, Antrim, p. 31.	Puzzle: "Advertising Media," #1, Word Puzzles for D.E., pp. 9-12. Bring in examples of different media and discuss them in class.
IV. Ad Layout		
(017) Understanding that an appealing advertising headline gains the customer's attention.	LAP 5 - #2, p. 2	
(043) Skill in preparing information for advertising copy that will create customer desire.	Read - "The Written Message," Advertising, Antrim, pp. 33-43. Read - "Advertising Copy," Retailing Principles and Practices, 6th Edition, pp. 457-458. LAP 5 - #2, p. 15.	
(019) Knowledge of how to secure or prepare good illustrations that will maintain a customer's interest in an ad.	Read - "The Illustrated Message," Advertising, Antrim, pp. 49-61. Read - "Illustrations in Advertising," Retailing Principles and Practices, 6th Edition, pp. 459-462.	

Salesperson - Department Store	Competency Area (Advertising) Classroom I	
Competencies	Learning Activities	
	Individual	Group
(N05) Knowledge of the factors to consider when checking advertising proofs for corrections.		"Case Problem," Problems and Projects for Retailing Principles and Practices, p. 60.
(D49) Skill in checking proofs for corrections, omissions, and additions.	LAP 5 - #2, p. 46.	
(D54) Skill in selecting timely items and designing circulars for advertising in the local neighborhood or community.	LAP 5 - #2, p. 65.	LAP 5 - #3, p. 65.
(D06) Knowledge of the purposes of ad illustrations.		LAP 6 - #3, p. 4.
(D58) Ability to develop or select ad illustrations which will best create interest and desire for the merchandise being advertised.	LAP 6 - #2, p. 17.	
(D35) Knowledge of the methods of printing.	LAP 6 - #2, p. 60.	
(D59) Ability to select type for an ad which compliments merchandise being advertised.	LAP 6 - #2, p. 75.	
(D56) Skill in writing advertising copy.		LAP 6 - #3, p. 92
V. Brand Names, Slogans, Private Brands, Trademarks		
(D12) Knowledge that the significance of brand names is that they are likely to create customer preference and establish a company or product in the public mind.	Read - "Why Brand?" Marketing and and Distribution, 2nd edition, pp. 287-294. "Analyzing Marketing Concepts," #1 and #2, Project Activity Guide for Marketing and Distribution, p. 92.	Take the following national brand test. Test yourself and find out how advertising has caused you to connect certain products with specific brand names. After each item, place the brand name which first occurs to you when you read it. If none occurs, go on to the next product. 1. Soup 2. Cigarettes 3. Soap 4. Camera 5. Watch 6. Ballpoint pen 7. Soft drink 8. Automobile 9. Aspirin 10. Peanut Butter 11. Candy bar 12. Radio 13. Coffee 14. Gum 15. Airline 16. Beer 17. Shoes 18. Cereal 19. Toothpaste 20. Gasoline In groups of two, complete a collage on brand names. Look through several magazines or collect packages or product labels to find brand names, trademarks and slogans. Cut them out and make a collage of twenty-five or more.

Salesperson - Department Store	Competency Area (Advertising) Classroom I	
Competencies	Learning Activities	
	Individual	Group
		Using trademarks on flashcards, test class on their ability to recall the symbols of national brands.
VI. Coordination of Advertising and Selling		
(003) Knowledge of the prices, available sizes, colors, styles, or models of merchandise being advertised in order to better promote or sell.	Select a product from the area of your occupational interest. Write all of the facts about the product that you would include in an advertisement.	LAP 7 - #3, p. 5
(070) It is necessary to know facts about merchandise being advertised such as prices, brand names, available sizes, colors, styles, and models in order to better promote or sell it.	Select an advertisement from your daily newspaper. Evaluate the ad and discuss those things which you feel would improve the ad.	
(004) Knowledge of the merchandise features to analyze when making comparison shoppings of a competitor's merchandise.		LAP 2 - #3, p. 2
(062) An awareness of competitor's advertised merchandise--its prices and competitive selling features--is beneficial in selling one's own merchandise.	LAP 2 - #2, p. 11.	
(039) Skill in studying specific information in ads and using the advertised facts effectively in selling.	LAP 7 - #3, p. 70.	
(060) Although the ultimate goal of advertising is to sell goods and services, the salesperson usually completes the sale.	MAP - Bronze Award, Marketing, #14.	LAP 1 - #4, p. 56. "The Salesperson's Job Without Advertising," Virginia's Advertising Unit of Study, p. 90.
(061) Good advertising will help increase sales for a department or store, creating interest and desire in customers.	LAP 1 - #1, p. 42. LAP 6 - #2, p. 24. Read - Advertising, W.H. Antrim, pp. 36-43. Read - Retail Merchandising, 8th Edition, "Requirements of Successful Advertisements," pp. 406-409.	
(075) Advertising is a form of pre-selling - a tool which catches attention, arouses interest, creates desire, and induces action.	LAP 1 - #1, p. 28.	

Salesperson - Department Store	Competency Area (Advertising) Classroom I	
Competencies	Learning Activities	
	Individual	Group
(065) Advertising presells goods and services to the customer making the customer easier to sell once she is in the store.	LAP 1 - #1, p. 35. Collect five ads which carry out the four steps of preselling. Mount the advertisements. Point out each of the steps on the AIDA formula on the ad and label them.	
(066) Advertising helps stabilize volume by maintaining interest during a slow selling period (example - white sales in January).	LAP 1 - #1, p. 49. Look for ads that help to boost business during slack seasons. Find five ads that try to maintain interest during the slow period.	
(069) Advertising should be supplemented by attractive displays, and an efficient sales force.	LAP 9 - #1, p. 17. Read - Chapter 7, Advertising, Wm. Antrim, pp. 99-105.	
VII. Coordination of Advertising and Other Sales Promotion Activities		
(009) Knowledge of the various methods which can be used to inform customers of special events.	LAP 3 - #2, p. 8. Read - "Sales Promotion," Display and Promotion, pp. 83-93. Read - "Sales Promotion and Visual Merchandising," Marketing and Distribution, pp. 377-380.	LAP 3 - #4, p. 8.
(048) Ability to inform customers of special events or promotions within the store.	Read - "Point-of-Purchase Advertising," Marketing and Distribution, pp. 384-385. #2 - Project Activity Guide for Marketing and Distribution, p. 126. Read - "Point-of-Purchase," Display and Promotion, p. 20.	
(071) Possess the attitude that advertising's effectiveness is strengthened with skillfully coordinated displays of the merchandise being advertised.	LAP 9 - #1, p. 23. LAP 9 - #3, p. 23.	
VIII. Employee's Responsibility Regarding Advertising		
(008) Knowledge of the procedure for handling mail and telephone orders in response to ads.	From the Sunday paper of a nearby city, cut out all the advertisements that have a mail or telephone order blank. Compare the ads to see the variety of merchandise that can be sold by mail or telephone.	
(042) Skill in correctly informing customers of the location of advertised merchandise within the stores.	LAP 7 - pre-test, p. 47. LAP 7 - post-test, p. 58.	

Salesperson - Department Store	Competency Area (Advertising) Classroom I	
Competencies	Learning Activities	
	Individual	Group
(050) Ability to make comparison shoppings of a competitor's merchandise.	LAP 2 - #1, p. 56. LAP 2 - #1, p. 62. From two catalogs (e.g. Sears, Roebuck and Co., J.C. Penney's or Montgomery Ward Catalog), clip 5 items that are similar so that you can compare them. (example: Sears "Best" Battery and Penney's "Best" Battery.) Find the similarities and the differences between each of the 5 items. Are the price lines about the same? Is the quality the same? What conclusions did you make in the comparison between the two products?	
(072) Possess the attitude that newspaper advertising must be read in order to keep informed of the advertising done by one's own store and its competitor's	Select a store in your community with which you are familiar. For two weeks, cut and mount all of the ads that the store runs. If possible, visit the store periodically to see if you can find the merchandise that was advertised. For the same period of time, cut and mount ads from the competitor of the store you have selected. Compare the ads from the 2 stores.	

Salesperson - Department Store	Competency Area (Advertising) Simulation I	
Competencies	Learning Activities	
I. Purposes of Advertising	Individual	Group
(001) Knowledge of the uses of promotional and institutional advertising.		Divide into groups of 2. Draw two ads for your school store on poster paper. One ad should be a promotional ad and the other should be an institutional ad.
(064) Develop the attitude that advertising helps to build customer loyalty for the store and for individual departments.		Divide into groups of 3. Mrs. Phemore has been shopping at Lord and Taylor's for many years. Whenever she needs some type of merchandise, whether for herself or as a gift, she always shops at Lord and Taylor's. In an advertisement, Lord and Taylor's would like to thank all of their customers, like Mrs. Phemore, for being so loyal. What kind of an ad could they run? Design such an ad. Divide into groups according to occupational interest. For a store or department in your area of interest, brainstorm ideas that would make the store relationships with the customers more personal and bring about customer loyalty. How would you advertise these different things? (Ex. Keeping cards on customer and knowing their sizes - advertise in paper.)
(067) Acquire the attitude that effective advertising builds goodwill in customers.		Divide into small groups of 3-4. Develop a poster on ways that your school store can develop goodwill in the school and in the community.
II. Ad Planning and Budgeting		
(014) Knowledge of the supply of merchandise available to back up an ad effectively.		Mrs. Martin came into your store with a coupon for a shampoo which she uses regularly. However, all of the shampoo had been sold. What would be your policy as store manager if the merchandise ran out before the sale was over?
(063) Possess the attitude that the available quantities of advertised merchandise should be checked before an ad breaks.		Break into small groups. The time of the year is July. As an employee of a local department store, sportswear department, you have been told that your department will be running a special two-week summer sale on certain sportswear. The department is stocked with many tops, slacks, shorts, bermudas, and bathing suits. Each employee is to recommend an item and tell why you have chosen this item. Find other ads or any information to support the item you have selected.
III. Media		
(002) Knowledge of the types of media that are available for advertising - periodicals (newspapers, magazines, trade journals),		

Competencies	Learning Activities: Individual	Learning Activities: Group
(002) mass media (radio, T.V., billboards) and direct advertising (catalogs, circulars, letters). (cont.)	Learning Activity: F. Problems and Projects for Retailing Principles and Practices, p. 56.	Divide into groups according to occupational interest. Select one product from this area. Assign members in the group certain media. Each group member should create an advertisement for the product using the medium which they were assigned.
IV. Ad Layout		
(043) Skill in preparing information for advertising copy that will create customer desire.	Retailing Project 20 - "Writing Effective Copy," Problems and Projects for Retailing Principles and Practices, p. 92. LAP 5 - #1, p. 9.	
(029) Knowledge of how to secure or prepare good illustrations that will maintain a customer's interest in an ad.		LAP 5 - #3, p. 25.
(005) Knowledge of the factors to consider when checking advertising proofs for corrections.	LAP 5 - #5, p. 36.	
(049) Skill in checking proofs for corrections, omissions, and additions.	LAP 5 - #2, p. 50.	
(054) Skill in selecting timely items and designing circulars for advertising in the local neighborhood or community.	LAP 5 - #1, p. 70. LAP 5 - #2, p. 74.	LAP 5 - #3, p. 63.
(058) Ability to develop or select ad illustrations which will best create interest and desire for the merchandise being advertised.	LAP 6 - #2, p. 14.	
(035) Knowledge of the methods of printing.	Using a sign press machine, create an ad for your department.	
(056) Skill in writing advertising copy.	LAP 6 - #1, p. 97.	
V. Brand Names, Slogans, Private Brands, Trademarks		
(002) Knowledge of the significance of brand names in that they are likely to create customer preference and establish a company or product in the public mind.	LAP 2 - #2, p. 21. Collect 20 different trademarks and explain why you picked the ones that you did.	
VI. Coordination of Advertising and Selling		
(003) Knowledge of the prices, available sizes, colors, styles, or models of merchandise being advertised		

Salesperson - Department Store	Competency Area (Advertising) Simulation 1	
Competencies	Learning Activities	
	Individual	Group
(003) In order to better promote or sell. (cont.)	LAP 7 - #2, p. 5.	
(070) It is necessary to know facts about merchandise being advertised such as prices, brand names, available sizes, colors, styles, and models in order to better promote or sell it.	LAP 7 - #2, p. 62.	
(004) Knowledge of the merchandise features to analyze when making comparison shopping of a competitor's merchandise.	Select two examples of the same type of product from your area of occupational interest. One should be a national brand and the other a private brand. Explain or list the differences of features between the products.	
(062) An awareness of competitor's advertised merchandise--its prices and competitive selling features--is beneficial in selling one's own merchandise.	Select two stores that you feel are competitors because they sell the same types of merchandise. For three weeks, collect the ads for the two stores. Compare the ads to find out about differences in prices, brands, store policies, and other items that may appear on the ad.	
(039) Skill in studying specific information in ads and using the advertised facts effectively in selling.	Bring in 2 advertisements on the same product. Complete a fact/benefit sheet on the product. Sell the product to a fellow student with the information from the ads.	
(060) Although the ultimate goal of advertising is to sell goods and services, the salesperson usually completes the sale.	LAP 1 - #2, p. 56.	
(065) Advertising pre-sells goods and services to the customer making the customer easier to sell once she is in the store.	Play previously taped commercials on a tape recorder. Explain how the ads use the AIDA (A-Attention, I-Interest, D-Desire, A-Action) formula. Write down how these ads are forms of pre-selling.	
(066) Advertising helps stabilize volume by maintaining interest during a slow selling period (ex. white sales in January).		In a small group, divided according to occupational interest, make a promotional calendar. Include what promotional activities you could do for each month in your area.
(069) Advertising should be supplemented by attractive displays, and an efficient sales force.	View a store display that is related to a recent ad. Explain how the promotion idea was carried throughout the store (ex. Bargain Days, Back-to-School).	In groups divided according to occupational area, decide upon a promotion for products in your area during a specific season.

Salesperson - Department Store	Competency Area (Advertising) Simulation I	
Competencies	Learning Activities	
XII. Coordination of Advertising and Other Sales Promotion Activities.	Individual	Group
(009) Knowledge of the various methods which can be used to inform customers of special events.	Write down a list of times and dates when you feel specials should be offered in the stores. What reasoning is behind your suggestions?	Plan at least five special events that could be used in your simulated store to promote sales. In a small group discussion, discuss your five suggestions with your classmates. Decide on the best five suggestions and present them to the entire class. The class should decide which events should be used in the simulated store.
(048) Ability to inform customers of special events or promotions within the store.	LAP 7 - #2, p. 38. "Marketing Project 32," Project Activity Guide for Marketing and Distribution, p. 127.	
(071) Possess the attitude that advertising's effectiveness is strengthened with skillfully coordinated displays of the merchandise being advertised.		In a small buzz group, select a product from the simulated store. Design an ad that will be run in the school newspaper. Explain how you would display that merchandise to coordinate with the ad. Each group will present their idea to the entire class.
XIII. Employee's Responsibility Regarding Advertising		
(008) Knowledge of the procedure for handling mail and telephone orders in response to ads.	LAP 7 - #2, p. 15.	From an ad in the paper that has a telephone number included in the ad, role-play a situation where you order the merchandise over the phone and one of your classmates takes the order. Reverse the situation with a different ad.
(042) Skill in correctly informing customers of the location of advertised merchandise within the stores.	When shopping for a particular item in a store, stop and ask a salesperson where the merchandise is located. Write a brief paragraph on how clear and accurate the salesperson was in helping you find the item.	
(050) Ability to make comparison shoppings of a competitor's merchandise.	Select one product from your simulated store. Shop other stores in your community to see how many stores carry the product. Compare the similarities and differences of the products.	Divide into groups according to occupational interest. Select a product from your area of interest. You will select a particular brand of that product. A complete fact-benefit sheet should be done on the product. Every aspect of the product should be explored. Prepare an ad for your brand. Re-group and compare products and ads. Record those similarities and differences. LAP 2 - #3, p. 17.
(072) Possess the attitude that newspaper advertising must be read in order to keep informed of the advertising done by one's own store and its competitors.		

Ass't Buyer - Department Store	Competency Area (Advertising) Classroom II	
Competencies	Learning Activities	
	Individual	Group
I. Purpose of Advertising		
(001) Knowledge of the uses of promotional and institutional advertising.		LAP 1 - #4, p. 93. Divide into buzz groups according to occupational interest. Discuss the advantages and disadvantages of institutional advertising. What type of advertising is used most in your area of interest? Why? Decide upon certain suggestions that could help the advertising in your field.
(011) Knowledge of the purposes of advertising, such as build customer traffic, build a reputation for the store, stabilize sales volume and introduce new products.	Clip an advertisement from your newspaper that you think would be effective in bringing about immediate sales. Paste it on a piece of construction paper. Answer the following questions regarding this particular ad: a. To what buying motive or motives does this ad appeal? b. What type of people does this ad attempt to reach? c. Is it convincing? Why? d. If you were in need of the product advertised, would the advertisement influence you to buy?	LAP 1 - #3A, p. 7. LAP 1 - #5A, p. 8.
(064) Develop the attitude that advertising helps to build customer loyalty for the store and for individual departments.	LAP 1 - post-test, p. 83.	LAP 1 - #4, p. 79.
(067) Acquire the attitude that effective advertising builds goodwill in customers.		LAP 1 - #4, p. 72.
(073) Develop an appreciation for advertising in its role as mass seller bringing together buyer and seller and helping promote mass distribution for an economy geared to mass production.	LAP 1 - #2, p. 86.	
II. Ad Planning and Budgeting		
(014) Knowledge of the supply of merchandise available to back up an ad effectively.		LAP 2 - #5, p. 29
(063) Possess the attitude that the available quantities of advertised merchandise should be checked before an ad breaks.		Case Studies, "Sales Promotion," case #10. Ohio Distributive Education Materials Laboratory.

Ass't Buyer - Department Store	Competency Area (Advertising) Classroom II	
Competencies	Learning Activities	
	Individual	Group
III. Media		
(002) Knowledge of the types of media that are available for advertising - periodicals (newspapers, magazines, trade journals), mass media (radio, T.V., billboards) and direct advertising (catalogs, circulars, letters).		LAP 3 - #4, p. 2. Puzzle: "Advertising Media,'63, Word Puzzles for D.E., pp. 9-12.
IV. Ad Layout		
(043) Skill in preparing information for advertising copy that will create customer desire.		"Working with People," Problems and Projects for Retailing Principles and Practices, p. 59. LAP 5 - #3, p. 11.
(058) Ability to develop or select ad illustrations which will best create interest and desire for the merchandise being advertised.		LAP 6 - #4, p. 24.
(059) Ability to select type for an ad which complements merchandise being advertised.	LAP 6 - #2, p. 75. "Problems," F, Problems and Projects for Retailing Principles and Practices, p. 58.	
(056) Skill in writing advertising copy.		LAP 6 - #3, p. 92.
V. Brand Names, Slogans, Private Brands, Trademarks		
(012) Knowledge of the significance of brand names is that they are likely to create customer preference and establish a company or product in the public mind.		"What Would You Do?" Project Activity Guide for Marketing and Distribution, p. 96. In groups of two, complete a collage on brand names. Look through several magazines or collect packages or product labels to find brand names, trademarks and slogans. Cut them out and make a collage of twenty-five or more. Using trademarks on flashcards, test class on their ability to recall the symbols of national brands.
VI. Coordination of Advertising and Selling		
(070) It is necessary to know facts about merchandise being advertised such as prices, brand names, available sizes, colors, styles, and models in order to better promote or sell it.		Explain to the employees in your department of the simulated store the importance of knowing merchandise facts about advertised merchandise.

Ass't Buyer - Department Store	Competency Area (Advertising) Classroom II	
Competencies	Learning Activities	
	Individual	Group
(004) Knowledge of the merchandise features to analyze when making comparison shoppings of a competitor's merchandise.		LAP 2 - #4, p. 2.
(062) An awareness of competitor's advertised merchandise--it's prices and competitive selling features--is beneficial in selling one's own merchandise.		LAP 2 - #4, p. 11.
(039) Skill in studying specific information in ads and using the advertised facts effectively in selling.		Obtain a description and a picture of an item of merchandise from the Sears catalog. Complete a fact/benefit sheet from the description of the merchandise.
(061) Good advertising will help increase sales for a department or store, creating interest and desire in customers.		LAP 1 - #4, p. 42.
(075) Advertising is a form of pre-selling - a tool which catches attention, arouses interest, creates desire, and induces action.		LAP 1 - #4, p. 28. LAP 1 - post-test, p. 32.
(065) Advertising pre-sells goods and services to the customer making the customer easier to sell once she is in the store.		LAP 1 - pre-test, p. 34. LAP 1 - post-test, p. 39..
(066) Advertising helps stabilize volume by maintaining interest during a slow selling period (ex. white sales in January).		LAP 1 - #4, p. 49.
(069) Advertising should be supplemented by attractive displays, and an efficient sales force.		LAP 9 - #3, p. 17.
VII. Coordination of Advertising and Other Sales Promotion Activities		
(009) Knowledge of the various methods which can be used to inform customers of special events.		LAP 3 - #5, p. 8.
(048) Ability to inform customers of special events or promotions within the store.		"What would You Do?" Project Activity Guide for Marketing and Distribution, p. 128. LAP 7 - post-test, p. 45.

Ass't Buyer - Department Store	Competency Area (Advertising) Classroom II	
Competencies	Learning Activities	
	Individual	Group
(071) Possess the attitude that advertising's effectiveness is strengthened with skillfully coordinated displays of the merchandise being advertised.		LAP 9 - #5, p. 24.
VIII. Employee's Responsibility Regarding Advertising		
(008) Knowledge of the procedure for handling mail and telephone orders in response to ads.		Divide into groups according to occupational interest; select a product from your field. Create an advertisement for the merchandise so that it can be ordered by mail or by telephone.
(042) Skill in correctly informing customers of the location of advertised merchandise within the stores.		LAP 7 - #5, p. 49.
(050) Ability to make comparison shoppings of a competitor's merchandise.	LAP 2 - #1, p. 62.	LAP 2 - #5, p. 62.

Ass't Buyer - Department Store	Competency Area (Advertising) Simulation II	
Competencies	Learning Activities	
I. Purposes of Advertising	Individual	Group
(001) Knowledge of the uses of promotional and institutional advertising.	Select five local establishments for this activity. (ex. bank, funeral home, florist, retail store, hotel/motel). Determine if the store's advertising is promotional or institutional. Tell your reason for deciding. Tell if you agree with the store's advertising. If not, how would you change it?	
(064) Develop the attitude that advertising helps to build customer loyalty for the store and for individual departments.	LAP 1 - #2, p. 79.	
II. Ad Planning and Budgeting		
(014) Knowledge of the supply of merchandise available to back up an ad effectively.	Select a particular product from your area of the simulated store that you feel is a best seller. Check ads in magazines and newspapers to see how often this product is advertised. Try to find out from friends and neighbors their interest in the product and their potential in purchasing this article.	Divide into buzz groups according to occupational preference. As a manager of a store in your area of occupational interest, you are planning an advertising campaign on specific merchandise for a period of one week. List those things which you must carefully consider to determine if you have an adequate supply of advertised merchandise.
(063) Possess the attitude that the available quantities of advertised merchandise should be checked before an ad breaks.		LAP 2 - #1, p. 36.
III. Media		
(002) Knowledge of the types of media that are available for advertising - periodicals (newspapers, magazines, trade journals), mass media (radio, T.V., billboards) and direct advertising (catalogs, circulars, letters).		Divide into groups according to occupational interest. Each member should bring in an example or explain a medium that was used to advertise an item in your area. The group should discuss advantages and disadvantages of the type of media used for the merchandise. Suggestions should be made if appropriate.
IV. Ad Layout		
(019) Knowledge of how to secure or prepare good illustrations that will maintain a customer's interest in an ad.	LAP 5 - #2, p. 27.	
(049) Skill in checking proofs for corrections, omissions, and additions.		LAP 5 - #4, p. 50.
(054) Skill in selecting timely items and designing circulars for advertising in the local neighborhood or community.	LAP 5 - #1, p. 70. LAP 5 - #2, p. 74.	LAP 5 - #3, p. 63.

Ass't Buyer - Department Store	Competency Area (Advertising) Simulation II	
Competencies	Learning Activities	
	Individual	Group
(035) Knowledge of the methods of printing.		For your department of the simulated store, create two ads using different printing for each ad.
(056) Skill in writing advertising copy.		LAP 6 - #4, p. 99.
V. Brand Names, Slogans, Private Brands, Trademarks		
(012) Knowledge of the significance of brand names is that they are likely to create customer preference and establish a company or product in the public mind.	Make a survey of 10 high school students to determine where they buy their clothes. Correlate closeness of brand name to stores.	LAP 2 - #5, p. 23. In groups of two, complete project, "Evaluating Brand Names," Project Activity Guide for Marketing and Distribution, p. 95.
VI. Coordination of Advertising and Selling		
(003) Knowledge of the prices, available sizes, colors, styles, or models of merchandise being advertised in order to better promote or sell.		In your department decide as a group how the employees should be informed about the merchandise being advertised.
(070) It is necessary to know facts about merchandise being advertised such as prices, brand names, available sizes, colors, styles, and models in order to better promote or sell it.		LAP 7 - #5, p. 63.
(062) An awareness of competitor's advertised merchandise--its prices and competitive selling features--is beneficial in selling one's own merchandise.		Mrs. Walker came into your store and wanted to buy a pair of men's pants by Haggar that she said your store had advertised in the morning paper. You knew that your store did not have an ad that morning. You ask a co-worker and he tells you it was your competitor who ran the ad. How can you make a sale if you know what your competitor is advertising? What would you do in this situation?
(039) Skill in studying specific information in ads and using the advertised facts effectively in selling.		LAP 7 - #5, p. 70.
(065) Advertising pre-sells goods and services to the customer making the customer easier to sell once she is in the store.		Divide into groups according to occupational interest. Select a product and create an ad. Make sure that the ad carries out the steps of pre-selling (AIDA).
(066) Advertising helps stabilize volume by maintaining interest during a slow selling period (ex. white sales in January).		Project 7, "A Case Study: The Goal Post - A School Store," Display and Sales Promotion, p. 96.

Ass't Buyer - Department Store	Competency Area (Advertising) Simulation II	
Competencies	Learning Activities	
	Individual	Group
(069) Advertising should be supplemented by attractive displays, and an efficient sales force.	Observe five promotional activities being used in the various stores in the area. List those activities and the reason why they interest the customer in shopping.	
VII. Coordination of Advertising and Other Sales Promotion Activities		
(009) Knowledge of the various methods which can be used to inform customers of special events.		According to occupational interest, divide into groups of 3 or 4. Select a special selling time during the year (ex. Christmas) and create special promotional events to attract customers to the store. (Outline your group's plan for the promotion.)
(048) Ability to inform customers of special events or promotions within the store.		LAP 7 - #5, p. 38.
(071) Possess the attitude that advertising's effectiveness is strengthened with skillfully coordinated displays of the merchandise being advertised.	Within your field of occupational interest, select a product and design an advertisement to promote that item. So that the ad will be effective with the public who frequent the store, design an interior display that will carry out the theme of the ad.	
VIII. Employee's Responsibility Regarding Advertising		
(008) Knowledge of the procedure for handling mail and telephone orders in response to ads.		LAP 7 - #5, p. 15.
(042) Skill in correctly informing customers of the location of advertised merchandise within the store.		Draw a layout of a floor plan for a store. Label only your copy of the location of merchandise. Give everyone in the group a copy of your layout or use the overhead projector and a transparency of your store plan. Select five items of merchandise and explain how you would direct a customer to the merchandise from the store entrance. After each explanation, have students decide where they think the merchandise is located by your directions. Mark the spot with an X. Students should rate each other on their ability to direct customers. Each student should take a turn at giving directions. LAP 7 - #4, p. 48.

Ass't Buyer - Department Store	Competency Area (Advertising) Simulation II	
Competencies	Learning Activities	
	Individual	Group
(072) Possess the attitude that newspaper advertising must be read in order to keep informed of the advertising done by one's own store and its competitor's.	LAP 2 - #2, p. 17.	

TEACHER-COORDINATOR'S GUIDE - COMMUNICATIONS AREA

The packet of materials related to competencies in the Communications area includes individual and group learning experiences for first and second year students. Competencies deemed necessary for entry-level jobs were assigned to classroom and simulation activities for first year students and competencies considered necessary for career-level jobs were assigned to classroom and simulation activities for second year students.

Competencies in oral and written communications are very important in every distributive occupation. Written communications become increasingly important as the worker assumes more responsibility. The writer believes that competencies in oral and written communications should be developed in relation to other competency areas rather than as a separate group of competencies. It is suggested that the classroom and simulation packets for communications be reviewed carefully before the teaching calendar for the year is scheduled. This review will indicate to the teacher-coordinator the possibility of integrating selected communications competencies with other competency areas.

This review of the materials will allow time to procure instructional materials and equipment needed to carry out the designed activities. It is strongly urged that several tape recorders, earphones, and a number of tapes be made available for use throughout the year.

The topics for the Communications area for first and second year students are listed below. Even though a topic may not be covered in a particular section, the list of topics is all-inclusive for the two years. A notation is made on the curriculum materials if a topic is not covered in that particular section, with reference to where the topic is covered. The reader will note that although the topic may be the same, the competencies in the second year are usually more complex. By design, some of the learning experiences are repeated.

Topical Outline - Communications Area

I. Written Communications
II. Communications regarding Policies
III. Training Communications
IV. Technical Vocabulary
V. Speech and Vocabulary
VI. Communications and Customers
VII. Telephone Communications
VIII. Spoken Communications
IX. Important Tool in Distributive Occupations
X. Management-Employee Communications
XI. Communications through Business Publications and Trade Journals
XII. Communicating Business Image

Instructional Materials Cited

Ashmun, Richard D. and Edward T. Ferguson. Problems and Projects for Retailing Principles and Practices. New York: McGraw-Hill Book Company, 1974.

Bodle, Yvonne G. and Joseph A. Corey. Laboratory Manual for Retail Selling. New York. McGraw-Hill Book Company, 1972.

_____. Retail Selling. New York: McGraw-Hill Book Company, 1972.

Communications in Distribution. Columbus, Ohio: Ohio's Distributive Education Materials Laboratory, 1970.

Communications Learning Activity Packages. Columbus, Ohio: Distributive Education Interstate Curriculum Consortium, 1975.

Communications, Oral and Written. Austin, Texas: Instructional Materials Laboratory, Distributive Education Department, The University of Texas at Austin, 1970.

Department Store Problems. (In-Basket Simulations). Columbus, Ohio: Ohio's Distributive Education Materials Laboratory, n.d.

Ernest, John W. and Richard D. Ashmun. Salesmanship Fundamentals, Fourth Edition. New York: McGraw-Hill Book Company, 1973.

_____. Student Activity Guide for Salesmanship Fundamentals. New York: McGraw-Hill Book Company, 1973.

Konns, Donald P. Credit and Collections. Cincinatti: South-Western Publishing Company, 1968.

Luter, Robert R. Projects. Austin, Texas: Distributive Education Department, Instructional Materials Laboratory, Division of Extension, The University of Texas at Austin, 1969.

Murphy, Herta A. and Charles E. Peck. Effective Business Communications. New York: Gregg Division/ McGraw-Hill Book Company, 1972.

Reich, Edward, Leon Levy, and Robert Feldman. Basic Retailing and Distribution, Second Edition. New York: Pitman Publishing Corporation, 1970.

Richert, E. Henry, Warren G. Meyer, Peter G. Haines, and E. Edward Harris. Retailing Principles and Practices, Sixth Edition. New York: McGraw-Hill Book Company, 1974.

Richert, E. Henry, J.K. Stoner, and Kay B. Brown. Marketing Projects and Activities. New York: McGraw-Hill Book Company, 1970.

Rowe, Kenneth L. and Hallie C. Jimerson. Communications in Marketing. New York: Gregg Division/ McGraw-Hill Book Company, 1971.

Wingate, John W. and Carroll A. Nolan. Fundamentals of Selling, Ninth Edition. Cincinatti, Ohio: South-Western Publishing Company, 1969.

Wingate, John W. and Harland E. Samson. Retail Merchandising. Cincinatti, Ohio: South-Western Publishing Company, 1975.

_____. Study Guides and Projects for Retail Merchandising. Cincinatti, Ohio: South-Western Publishing Company, 1975.

"The Voice of Your Business" (Film). Chesapeake and Potomac Telephone Company. (See local telephone company).

Salesperson - Department Store	Competency Area (Communications) Classroom I	
Competencies	Learning Activities	
I. Written Communications	Individual	Group
(104) How to use written communications in forms and reports.	LAP 27 - #2, p. 6. LAP 27 - #1, p. 8. LAP 27 - #3, p. 10.	LAP 27 - #3, p. 6.
(105) In writing saleschecks legibly so that errors in delivery quantities sent and amounts charged for can be eliminated.	Read: "Purchase order form," Basic Retailing and Distribution, pp. 128-129. Read: "Saleschecks," Basic Retailing and Distribution, pp. 295-296.	LAP 29 - #3, p. 20
II. Communications Regarding Policies		
(107) In communicating effectively with customers, co-workers, and supervisors.	LAP 16 - #2, p. 13. Tell a classmate a story about a recent incident that has recently occurred to you. After you have finished, ask them to explain what happened. Check to see if they understood you.	LAP 16 - #3, p. 27. Demonstrate to the group how to operate some merchandise. Following your demonstration, ask two classmates to operate the merchandise according to your instruction.
III. Training Communications		
(108) Ability to assist with training or teaching others.	LAP 39 - #2, p. 2.	
(167) That attending departmental or store-wide meetings is a good way to keep informed of promotions, changing methods and operating picture.	LAP 53 - #2, p. 2. In a sheet of paper briefly outline what new information you learned at the last DECA meeting. Beside each bit of information, write how this information helped you to function better with the group.	LAP 53 - #3, p. 2. (Resource speaker) Participate in a DECA meeting that will help in developing more of a positive attitude among class members. Be sure to inform the entire group about new business or matters that will effect the club. The committee you are on in DECA should give a detailed report on what progress is being made.
IV. Technical Vocabulary		
(101) The situations in which to use a technical language or commonly understood language.	LAP 2 - #2, p. 17. Project #16 - Projects for use with Preparatory or Pre-employment D.E. Curriculums, p. 107.	LAP 2 - #4, p. 17.
	Complete activity from "Salesmanship in Action," #1, Salesmanship Fundamentals, p. 108.	Discuss passout from Communications: Oral and written, p. 30, on "What does the word cat mean?" Emphasis should be place on how a word can have many different meanings.
(120) Skill in using the terminology of distribution and developing a vocabulary descriptive of the product or service being sold.	(Terms for career objective) LAP 2 - #1, p. 22.	(Terms) LAP 2 - #3, p. 22.

Salesperson - Department Store	Competency Area (Communications) Classroom I	
Competencies	Learning Activities	
	Individual	Group
	Communications, Project 6, Projects, p. 93.	Discuss the passouts "choose your words with care," from Communications: Oral and written, pp. 81-82. These passouts will help students to have a selection of words to choose from while describing merchandise.)
(162) Valuable information can be gained by reading manufacturer's hangtags, labels, directions, etc.	LAP 51 - #1, p. 3. Collect as many labels as you can from merchandise that is related to your career objective. Keep a merchandise diary to help you understand facts and benefits that pertain to your career area. This knowledge will help you in your sales presentation because you will be able to better determine the customer's wants and needs.	LAP 51 - #5, p. 3.
(123) Skill in selecting and using words suitable to the nature of the article of merchandise or service being sold.	LAP 13 - #1, p. 2. LAP 13 - post-test, p. 8. Communications, Project #19b, p. 108. Read: "Appropriate words," Salesmanship Fundamentals, pp. 94-95. Project 4-4, "Lively Words," Marketing Projects and Activities, p. 4.	
(132) Skill in developing descriptive phrases and sentences to be used in selling the merchandise in the department or store.	LAP 11 - #1, p. 2. Collect 10 newspaper or magazine advertisements. Underline all the descriptive phrases or sentences that help to sell the merchandise. Make a folder of your advertisements.	LAP 11 - #4, p. 2. Divide into groups of three and select a product that you would like to vividly describe to the public. Create at least six very descriptive sentences that would help you to sell your product.
(143) Skill in translating technical words concerning an item of merchandise into the customer's language.	"Sharpen Your Skills," Retail Selling Laboratory Manual, pp. 83-84. Select five advertisements from a catalogue, newspaper or a magazine which uses technical knowledge to explain features of certain merchandise. Write down the phrase or the technical words and directly across from the phrase or words explain what those terms or words mean in customer language.	LAP 12 - #3, p. 2. "Human Relations in Selling," Salesmanship Fundamentals, p. 108.

Salesperson - Department Store	Competency Area (Communications) Classroom I	
Competencies	Learning Activities	
	Individual	Group
V. Speech and Vocabulary		
(122) Skill in effective use of speech and vocabulary.	LAP 3 - #1, p. 58. Projects, #1, Projects for Use with Preparatory or Pre-employment D.E. Curriculums, p. 89. MAP Silver - Communications, #1. Read: "The Art of Speaking," Effective Business Communications, pp. 721-729. Read: "Vocabulary and Language Usage," Retail Selling, pp. 105-106. "Sales Training Assignment," #3, Retail Selling Laboratory Manual, p. 40. Read: "English and Speech," Basic Retailing and Distribution, pp. 78-80. Read: "Build Your Vocabulary," Communications in Marketing, pp. 36-37.	LAP 3 - #3, p. 56. LAP 3 - #3, p. 58. LAP 3 - #3, p. 62. LAP 3 - #4, p. 62.
(145) That poor or awkward grammar lowers store personnel, store image, and merchandise value in the estimation of the customer.	LAP 3 - #2, p. 4. LAP 3 - #2, p. 7. MAP Bronze - Communications, #1. MAP Bronze - Communications, #8 Read: "Using Correct Grammar," Salesmanship Fundamentals, p. 96.	LAP 3 - #4, p. 2.
(144) That the ability to communicate skillfully in good English is essential to a person's business advancement.		LAP 39 - #4, p. 20.
VI. Communications with Customers		
(135) Skill in communicating a sufficient understanding of the terms and limits of different type accounts to credit applicants.	LAP 4 - #1, p. 2. LAP 4 - post-test, pp. 12-13. "Answering Questions About Credit Policies," Section III, Project II, pp. 73-74, Credit and Collections.	LAP 4 - #3, p. 2. LAP 4 - #3, p. 8.
(134) Skill in helping customers to fill out credit application forms.	LAP 23 - #1, p. 3 (very explicit).	

Salesperson - Department Store	Competency Area (Communications) Classroom I	
Competencies	Learning Activities	
	Individual	Group
(116) Skill in satisfactorily handling customer inquiries for general information.	LAP 20 - #1, p. 4.	
(117) Skill in interpreting store policies to customers.	LAP 20 - #1, p. 27. "Problems - A," Problems and Projects for Retailing Principles and Practices, p. 105.	LAP 20- #4, p. 24.
(096) How to address other people in a business-like manner whether they are customers, fellow employees, supervisors, or management.	LAP 16 - #1, p. 2.	Discuss in a small group of four how you would address the following groups of people: customers co-workers supervisors management Explain your reasons for the ways which you have selected to use when addressing people. When might you change your business-manner?
(119) Skill in listening to and following directions.	LAP 24 - #2, p. 2. Read: "Listening Skills," Retail Selling, pp. 106-107. Read: "The Art of Listening," Effective Business Communications, pp. 729-732. Read: "Listening," Salesmanship Fundamentals, pp. 100-105. Read: "The Importance of Listening," Communications in Marketing, pp. 15-24. 'Analyzing A Speech," Project 2, Communications in Marketing, pp. 29-32. Note to Coordinator: Unit II in Communications in Distribution, pertains to listening and observation skills. This unit should be taught in conjunction with the listening activities.	
(130) Skill in listening to customer's names and addresses and writing them correctly.		Each person in the room should practice listening to names. The learning manager should read off everyone's name in the class. Students should listen carefully to see how exact their responses were in spelling and accuracy. Following this exercise, the learning manager should help students check for accuracy.
(142) Ability to stimulate customer interest with trademark, slogans, similes, etc.	LAP 19 - #1, p. 3. "Sales Problems," Student Activity Guide for Salesmanship Fundamentals, p. 28.	

Salesperson - Department Store	Competency Area (Communications) Classroom I	
Competencies	Learning Activities	
	Individual	Group
VII. Telephone Communications		
(114) Skill in using the telephone correctly and most effectively.	View the filmstrip, "The Voice of Your Business" from C & P Telephone Company. Read: "Telephone Techniques," Personality Development for Business, pp. 105-111. Read: "The Telephone," Communications in Marketing, pp. 66-68. Control Area: Read "Telephone Collection Procedure," Effective Business Communication, pp. 529-532. Read: "Telephone Order Clerk," Basic Retailing and Distribution, pp. 320-325.	
(099) The differences that exist in communications used in selling over the telephone and over the counter.	LAP 8 - #1, p. 2. Read: "The Telephone Sales Talk," Fundamental of Selling, pp. 410-415. Study guides and projects for Fundamentals of Selling, 12, B-2 and B-3, p. 88. Read: "Using the Telephone Successfully," Retailing Principles and Practices, pp. 396-397. Problems and Projects for Retailing Principles and Practices, "Case Problems," #2, p. 29.	
(156) An awareness of the importance of adequate merchandise knowledge in telephone selling.	LAP 8 - #2, p. 10.	
(115) Skill in receiving or giving telephone orders, complaints and messages.	LAP 24 - #2, p. 30. Read: "Telephone Selling," Retail Merchandising, pp. 384-387 and "Handling Complaints," pp. 388-394. Retail Merchandising Study Guides and Projects, #12, C-2, p. 70a.	LAP 24 - #3, p. 30.
VIII. Spoken Communications		
(151) That the tone of voice can express sincere welcome and eagerness to be of service.	LAP 5 - #2, p. 11. "Sales Training Assignment," #2, Laboratory Manual for Retail Selling, p. 40.	LAP 5 - #3, p. 11. This LAP activity can be expanded to include a rating of handshakes. Evaluate a person's personal greeting through the handshake.

Salesperson - Department Store	Competency Area (Communications) Classroom I	
Competencies	Learning Activities	
	Individual	Group
	"Problems - C," Problems and Projects for Retailing Principles and Practices, p. 66. "Problems - F," Problems and Projects for Retailing Principles and Practices, p. 68.	
(152) An appreciation of the correct enunciation and pronunciation in speaking.	LAP 3 - #1, p. 19. LAP 3 - #2, p. 23. "Human Relations in Selling," Activity Guide for Salesmenship Fundamentals, p. 29. #3 Sales Training Assignments, Laboratory Manual for Retail Selling, p. 40.	LAP 3 - #3 or #4, p. 23. "Project 3 - Communications Projects for Use with Preparatory or Pre-employment Distributive Education Curriculums, p. 90.
(153) An awareness that the use of terms of "endearment" lowers the merchandise, the salesperson and the store's image in the estimation of the customer.	LAP 56 - #1, p. 16.	
(164) Awareness that certain thoughtlessly used terms or words can be misinterpreted by the listener.	LAP 2 - #1, p. 12. LAP 2 - #2, p. 12	Divide into groups of 3-4 and develop a list of twenty words that have double meanings or words which could be interpreted differently. Slang words would especially be classified in this group. Compare your lists with the other groups. Note to coordinator: A list of slang words has been provided which may help students in the final group discussion. Do not give list to students before they complete their own listings. (Page 32)
IX. Important Tool in Distributive Occupations		
(166) A realization that gestures help convey feelings in spoken communications.	LAP 5 - #1, p. 2. LAP 5 - #2, p. 4. Note to coordinator: The Unit IV of Communication in Distribution contains a section on Gestures, pp. 78-81.	LAP 5 - #3, p. 2. This exercise can be more structured by using a deck of cards and the accompanying key. Students will randomly select a card then check the sheet to see which emotion they must convey to their group. Groups should consist of no more than six people. Each individual in the group should be critiqued on how well the emotion was portrayed.(p. 33) LAP 5 - #3, p. 4.
(150) An awareness that the voice can be used to express conviction and convey confidence.	LAP 5 - #2, p. 16.	LAP 5 - #4, p. 16. LAP 5 - #4, p. 16.

"THE OTHER LANGUAGE"

WORD	DIFINITION
AX	MUSICAL INSTRUMENT, HORN
BAD	STYLISH, NICE, IN VOGUE
BIG DADDY	PERSON OF RESPECT, FRIEND WITH STRONG REPUTATION
BOOTS	SHOES
BOSS	EXCELLENT, FINE, STYLISH
BREAD	MONEY
BREAKS ME UP	TO MAKE ONE LAUGH, TO AFFECT POSITIVELY
BROAD	GIRL
BUG	TO DISTURB, BOTHER, ANNOY, INTERCOURSE
BUSTED	TO GET ARRESTED
CABBAGE	MONEY
CAT	PERSON
CHICK	GIRL
COP OUT	TO AVOID CONFLICT BY RUNNING AWAY, NOT CONSIDERED ADMIRABLE OR HONORABLY ACCEPTED
CRASH	TO BREAK IN
CRIB	HOUSE, APARTMENT, RESIDENCE
DIG	UNDERSTAND, PAY ATTENTION, LISTEN
DOUGH	MONEY
FAR OUT	NOT COMPREHENSIBLE, NOT DESIRABLE, CONSIDERED OUT-LANDISH
FOX	GIRL
FUZZ	THE POLICE
GIG	PARTY, GATHERING, SOCIAL EVENT
GOOF	TO ACT INCORRECTLY, TO MAKE A FOOL OF ONESELF, TO ACT STUPIDLY
GREEN	MONEY - PAPER CURRENCY
MEAN	I WISH TO SAY, ALSO USED AS VERBAL PUNCTUATION
LATER	FAREWELL, GOOD-BYE
PAD	APARTMENT, ROOM, HOUSE, WHERE YOU RESIDE
RUMBLE	A GANG CONFLICT
SCENE	PLACE, EVENT, LOCATION
SHADES	SUNGLASSES
SQUARE	NOT LIKE THE GROUP, UNABLE TO REALLY COMPREHEND, COMPLETELY OUT OF STYLE
STONED	INTOXICATION, OR STATE BEYOND ELEATION FROM DRUGS OR ALCOHOLIC BEVERAGES
STRAIGHT	ALL RIGHT, PERMISSIBLE, NICE, FRIENDLY
THE END	GOOD
UP FOR GRABS	ANYBODY'S, FREE FOR ALL
WITH IT	ON OUR SIDE, WITH US, IN AGREEMENT

*Excerpted from a list compiled by Dr. N. Alan Sheppard, Asst. Professor, V.P.I. & S.U.

GESTURES

You may wish to use your hands, your head, or your whole body. Each card represents different emotions of feelings. The emotions the cards represent are as follows:

2 = CONTENTMENT

3 = CONGRATULATIONS

4 = INDIFFERENCE

5 = FEAR

6 = FRUSTRATION

7 = LONELINESS

8 = SORROW

9 = ANGER

10 = HOPE

JACK = HAPPINESS

KING = WARMTH

ACE = LOVE

QUEEN = JOY

Salesperson - Department Store	Competency Area (Communications) Classroom I	
Competencies	Learning Activities	
	Individual	Group
	Note to coordinator: Use the teaching outline in Communications: Oral and written on "Vocal and Physical Aspects of Oral Communication," pp. 34-38. This section will help students realize the importance of voice in communication.	Give a three-minute speech on your career goal. Students in the class will rate you on your confidence while you are speaking.
(154) A belief that the voice tone is an important medium through which selling is accomplished.	LAP 6 - #1, p. 2.	
(155) A feeling that voice tone quality enhances the value of the merchandise described.	LAP 7 - #1, p. 2. Bring a product of your choice to class and prepare a brief speech only on the features and benefits of the product. The class should rate students on their delivery.	
A. Management-Employee Communication		
(168) A belief that communications between the various departments and divisions within a store will result in a more efficient operation with mutual benefits to all.	LAP 41 - #1, p. 3. Read: "Communication Policies," Retail Merchandising, p. 175. Read: "Company Policies," Retailing Principles and Practices pp. 29-35 and "Communicate with Your Supervisor," p. 350. Read: "Business Communications," Communications in Marketing, pp. 1-9. Project 1 - "Analyzing Business Communications," Communications in Marketing, pp. 13-14.	
(102) Knowledge of when to keep communication confidential.	LAP 43 - #2, p. 2. Read: "Avoiding Gossip," Retail Selling, p. 89. Read: "Confidential Information," Salesmanship Fundamentals, p. 440.	LAP 43 - #2, p. 4.
(093) How to suggest changes to management.	LAP 43 - #1, p. 12. LAP 43 - #2, p. 14.	LAP 43 - #3, p. 14.
B. Communications through Business Publications and Trade Journals.		
(149) An awareness that fashion and style information, product knowledge and business trends can be obtained by reading trade and business journals and publications.	LAP 53 - #1, p. 9.	LAP 53 - #3, p. 9.

Salesperson - Department Store	Competency Area (Communications) Classroom I	
Competencies	Learning Activities	
	Individual	Group
	According to the department of your simulated store in which you work, read an article in that area from a trade journal every week. Write a brief summary on what you read and how it will help you.	
XII. Communicating Business Image		
(147) That in distributive occupations the "spoken word" is an important tool of the trade.	LAP 2 - #2, p. 3. Note to the coordinator: The Guidance Counselor could speak to the entire class as an alternative to this LAP activity. Read: "Oral Communications," Salesmanship Fundamentals, p. 91.	In a buzz group activity, think of a list of jobs in distribution that depends primarily on oral communications. What can happen in each of the particular jobs if the individual does not converse well? How can the person in each job improve speech for his particular area?
(161) A realization that first impressions are important to the business and last impressions are longest remembered.	LAP 33 - #1, p. 2. Recall at least three situations where you received a first impression from a salesperson or just an acquaintence that created a bad attitude toward that subject or store in your mind.	LAP 33 - #4, p. 2.
(158) An awareness that nothing is quite so important or contagious as enthusiasm - for the store, for the merchandise and for customers.	Develop a list of your own characteristics which you feel help to make you enthusiastic. Check those which you practice frequently. Add a list of those characteristics which you feel you need to acquire. Select a person you know who you feel is very enthusiastic. Compare your characteristics to that particular person's characteristics.	LAP 55 - #3, p. 13.
(137) Ability to talk clearly and pleasantly, conveying spirit and enthusiasm in one's speech.	LAP 3 - #1, p. 32. LAP 3 - #2, p. 42. LAP 3 - #1 or #2, p. 46.	LAP 3 - #3, p. 32. LAP 3 - #4, p. 42. LAP 3 - #4, p. 46.
(111) Since interpretations placed on the spoken word vary with different people, one must be careful to speak so that correct interpretation can be made by individual listeners.	LAP 1 - #1, p. 2.	LAP 1 - #4, p. 2.

Salesperson - Department Store	Competency Area (Communications) Simulation I	
Competencies	Learning Activities	
	Individual	Group
I. Written Communication		
(094) How to use written communications in forms and reports.		LAP 27 - #4, p. 8.
	Complete in-basket activities attached on the appropriate form found in LAP 27, pp. 13-16. (Note to coordinator: Students must realize that they can actually fill out at least two of the forms with information they have gained in the classroom and the simulated store.)	LAP 27 - #4, p. 10.
(125) In writing saleschecks legibly so that errors in delivery quantities sent and amounts charged for can be eliminated.	LAP 29 - #1, p. 4. (Parts A and B of pre-test should be taken.	
	LAP 29 - post-test, p. 15.	As a part of the activities of the simulated store, the sales manager for each department should check each salesperson's handwriting for legibility. Blank saleschecks should be used with customers and sent through the Control Division Auditing Dept. to be sure they are accurate and legible.
	LAP 29 - #1, p. 20.	
	LAP 29 - post-test, p. 29.	
	Complete activities 1-4 Basic Retailing and Distribution, pp. 265-266.	
II. Communications Regarding Policies		
(127) In communicating effectively with customers, co-workers, and supervisors.		LAP 16 - #3, p. 13.
	LAP 16 - #2, p. 27.	
	Management Area: Role play a situation in which you explain a new store policy regarding employee discounts to your employees.	Merchandising (Sales): Employees need to be more aware of customers' needs and wants when purchasing goods. In a group discussion, how can this objective be accomplished?
	Sales Promotion: Develop a complete advertisement from information given to you by one of the departments in the simulated store. Check with that department after the ad has been completed to see if the meaning is clear. Have someone not connected with either department check for clarity.	Control Area: Create a brochure that explicitly explains the credit policies of your store. An application blank should accompany form.
	Project 5 - Communications in Marketing, "Evaluating a Speaker Giving Directions," p. 74.	Assemble yourselves into two groups. The coordinator will whisper to the leader of the group a "gossip story" about the simulated store. The same story will be told to both groups. As soon as the story has been passed completely around the group, the last person will write the details down. The two groups will compare stories to see how the two differ. Students should then discuss the importance of effectively communicating the facts and what results can happen if these facts are distorted.
III. Training Communications		
(138) Ability to assist with training or teaching others.		LAP 39 - #4, p. 6.
	LAP 39 - #1, p. 8.	LAP 39 - #3, p. 8.
	MAP - Communications - Gold #2.	

IN-BASKET ACTIVITIES FOR*
WRITTEN COMMUNICATIONS

Select the appropriate form from LAP 27 and fill in the necessary information on that specific form. You should complete the form according to the problem discussed.

1. You have been delegated the responsibility of telling the 15 employees in your department that there will be a very important meeting on Saturday morning, September 13 at 9:30 a.m. It is mandatory that everyone attend this meeting. However, Mr. Brown, the shoe department manager, said that if this meeting creates a problem with certain employees' schedules, they should discuss the conflict with him personally.

2. Your D.E. Coordinator would like a list of activities that you have done each day this week which have helped you in written communications.

3. Mr. Barnes, a training sponsor from Barnes Hardware, calls your coordinator and you answer the phone in the D.E. office. He would like to employ a D.E. student and asks that your coordinator return his call at 451-6822 as soon as possible.

4. As manager of the simulated store for this month, you must report how you feel your operation was run and record this information. This report will be given to your coordinator and filed each month. In completing this form, what observations and suggestions can you make to insure that your simulated store is more efficient and productive.

*Department Store Problems, Columbus, Ohio: Ohio's Distributive Education Materials Laboratory.

Salesperson - Department Store	Competency Area (Communications) Simulation I	
Competencies	Learning Activities	
	Individual	Group
	Management Area: Train your supervisors to explain employee evaluation forms to their employees. Sales Promotion Area: Train another employee to dress a mannequin. Merchandising Area: Train a fellow employee to mark merchandise down or how to do a layaway. Control Area: Train a co-worker how to take inventory.	Depending upon your occupational interest, divide into small groups of 3-4. Each person in the group should decide upon an important phase of the job that each employee should know in this area. Outline completely now and exactly what steps you would take to train a person to complete specific duties in that phase.
(167) That attending departmental or store-wide meetings is a good way to keep informed of promotions, changing methods and operating picture.	Management Area: As the manager of the simulated store, outline those topics which you feel should be discussed at a store meeting. Your employees must know store policies for example. After you have developed all of the policies for the simulated store, hold a store meeting to explain those procedures. Merchandising Area: As the Christmas season arrives, employees need to be informed of all the new merchandise that is coming into the department. Role-play a situation in which you explain a new article of merchandise to the salespeople in your department.	Sales Promotion Area: The entire sales promotion department should get together and discuss ideas for a store-wide promotion for a particular season. Control Area: Discuss how a completely new policy of employee benefits should be explained to employees in the simulated store.
IV. Technical Vocabulary		
(101) The situation in which to use a technical language or commonly understood language.	Merchandising Area: In your department decide what merchandise needs the technical knowledge and that which needs a more commonly understood knowledge. Make a list of those different articles so that you will be able to develop a better sales presentation by using the appropriate language. Sales Promotion Area: In creating an ad for a set of tires, develop the copy that will describe the facts and benefits to the public. Control Area: Explain to a small group of employees a new hospitalization benefit.	Management Area: Decide as a group how you would word a paragraph that would explain to customers that you would like to know why they buy certain brands of merchandise. This is part of management's research function.

Salesperson - Department Store	Competency Area (Communications) Simulation I	
Competencies	Learning Activities	
	Individual	Group
(120) Skill in using the terminology of distribution and developing a vocabulary descriptive of the product or service being sold.	Merchandising Area: In your department, select two items and develop a descriptive vocabulary for each item. During every sales presentation, use the vocabulary that you have developed to sell those articles. Sales Promotion Area: Develop a three minute radio spot to advertise a new shipment of fashionable winter coats.	
(162) Valuable information can be gained by reading manufacturer's handtags, labels, directions, etc.	LAP 51 - #3, p. 3. Merchandising Area: Since many of the products in your simulated store have come from many different sources, you as an employee in the receiving department must examine the merchandise carefully and create tags and labels for each piece. Each article in the simulated store must carry some type of merchandise information or a manufacturer's label. Merchandising Area: As a salesperson in your specific department, examine every piece of merchandise and read each label. Use this information in your sales presentations.	
(123) Skill in selecting and using words suitable to the nature of the article of merchandise or service being sold.	Communications, Project #7 and #8, Projects, pp. 93-94. MAP Bronze - Communications - #1.	
(132) Skill in developing descriptive phrases and sentences to be used in selling the merchandise in the department or store.	Merchandising Area: In your department, select five items of merchandise that are not moving well. Make a list of three creative and descriptive phrases for each product which can be used during a sales presentation to make the product more desirable. Use these phrases during your next sales presentation.	
(143) Skill in translating technical words concerning an item of merchandise into the customer's language.	LAP 12 - #2, p. 2. Merchandising Area: During a sales presentation in your simulated store, use technical words to describe the features of a product and explain those features in customer language. Following your presentation, give the list of technical terms to your customer. Have that person check off or discuss with you how well you explained that feature and the benefit of that feature.	Sales Promotion Area: As a group, collect four ads which do not explain the technical terms used to describe the products. Rewrite these ads so that they fully explain each feature.

Salesperson - Department Store	Competency Area (Communications) Simulation 1	
Competencies	Learning Activities	
	Individual	Group
		Control Area: Each person in this area will write a policy to explain the store's credit (charge and interest) system. The group will then critique each other's explanation and check for clear customer language.
V. Speech and Vocabulary		
(122) Skill in effective use of speech and vocabulary.	LAP 3 - #2, p. 56.	
(145) That poor or awkward grammar lowers store personnel, store image, and merchandise value in the estimation of the customer.	LAP 3 - #2, p. 2. Sales Promotion Area: Listen to the radio or television advertisements and note five examples when poor grammar was used. List the error and what product was being advertised when the error was made. Merchandising Area: Observe a sales demonstration in a store. Listen for any errors in grammar made by the salesperson. Note those errors when you leave the store. Discuss your observation with learning manager.	
(144) That the ability to communicate skillfully in good English is essential to a person's business advancement.	LAP 39 - #2, p. 19	
VI. Communications with Customers		
(135) Skill in communicating a sufficient understanding of the terms and limits of different type accounts to credit applicants.	LAP 4 - #2, p. 2. Merchandising Area: Explain your simulated store's credit policy to a customer who has just made a purchase. Have the learning manager or another student evaluate your explanation. Control Area: A customer comes to your department and does not understand certain credit terms in her credit agreement. Create this situation and explain the following terms: (a) installment credit (b) carrying charge (c) layaway (d) revolving credit (e) contract	
(134) Skill in helping customers to fill out credit application forms.	"The Credit Application," Section IV, Project 13, Credit and Collections, pp. 77-78.	LAP 23 - #4, p. 4.

Salesperson - Department Store	Competency Area (Communications) Simulation 1	
Competencies	Learning Activities	
	Individual	Group
	Merchandising Area: You have just finished a sale and the customer asks you for assistance in filling out the store's credit application. Help the customer fill in all the blanks.	
(116) Skill in satisfactorily handling customer inquiries for general information.	LAP 20 - #2, p. 9. LAP 20 - #1, p. 12.	LAP 20 - #4, p. 9. LAP 20 - #4, p. 12.
	Merchandising Area: Role play a situation where a customer asks you for information or directions to merchandise or departments in the simulated store.	
(117) Skill in interpreting store policies to customers.	LAP 20 - #2, p. 24. This activity should be directly related to policies of the simulated store.	LAP 20 - #3, p. 27. In each of the four areas - (management, merchandising, sales promotion, and control) develop four policies that deal with customers. If your group feels that you can develop more than four policies, write as many as you feel are needed. Record these policies so that they may be printed in a customer policy section of an employee handbook.
(104) How to address other people in a business-like manner whether they are customers, fellow employees, supervisors, or management.	"Sharpen Your Skills," Laboratory Manual for Retail Selling, p. 42. (This can be developed into a role playing situation.)	LAP 16 - #4, p. 2.
(119) Skill in listening to and following directions.	LAP 24 - #1, p. 16. Project 19 - "Experimenting with Communications," Retailing Principles and Practices, p. 499. Project 2 - "Communications," Projects for Use with Preparatory or Pre-employment D.E. Curriculums, p. 90. "Evaluate a Speaker Giving Directions," Project 5, Communications in Marketing, p. 74.	LAP 24 - #1, p. 2. LAP 24 - #4, p. 12. LAP 24 - #1, p. 16.
	Merchandising Area: Role play a situation in which you are an employee and you must give directions to a new co-worker on how to fill out a refund form or what procedure to use. Following this situation students should rate the co-worker on how well he/she listened to the directions.	Management Area: Work out a system in which employees sign in or sign out for work in each of their individual departments. This system may be in addition to a regular time clock. Following the directions, have employees complete the process and evaluate their understanding of what they heard.

Salesperson - Department Store	Competency Area (Communications) Simulation I	
Competencies	Learning Activities	
	Individual	Group
(130) Skill in listening to customers names and addressess and writing them correctly.	LAP 33 - #1, p. 12.	LAP 33 - #4, p. 12.
(142) Ability to stimulate customer interest with trademark, slogans, similes, etc.		LAP 19 - #4, p. 3.
VII. Telephone Communications		
(114) Skill in using the telephone correctly and most effectively.	Merchandising Area: Using teletrainers or play phones, role play a selling situation over the phone. The customer will phone in the order from a newspaper advertisement and the salesperson should take the order according to telephone procedure. Control Area: Telephone a customer about a deliquent account. Management Area: As a manager of a department, call a supervisor and explain that a new employee will be coming to that department. Sales Promotion Area: Telephone the newspaper to report a discrepancy in the cost of a piece of merchandise which was advertised in the previous evening paper. "Communications," Projects, p. 92.	LAP 9 - #3, p. 3. Break into small groups of four. Develop a skit that shows the least effective use of the telephone. Have other students critique the skit and list those things that were done improperly. Divide into groups of two. Tape record a role playing telephone situation between you and your partner. "Communications," #4, Projects, p. 91.
(099) The differences that exist in communications used in selling over the telephone and over the counter.	Merchandising Area: Everyone on the selling floor will have an opportunity to participate in a role playing situation involving a telephone sale or inquiry. The other salespeople will rate the student on his/her telephone selling ability.	LAP 8 - #3, p. 2.
(156) An awareness of the importance of adequate merchandise knowledge in telephone selling.	Control Area: Develop a sales presentation for the credit policy which will be used in a telephone soliciting campaign.	LAP 8 - #3, p. 10. Sales Promotion Area: With the other students in this area, plan a sales presentation which will offer the service of dressing store windows and creating displays to the local merchants.

Salesperson - Department Store	Competency Area (Communications) Simulation I	
Competencies	Learning Activities	
	Individual	Group
		Merchandising Area: Every salesperson will become familiar with their merchandise and be able to use descriptive terms that will help the customer during the sales presentation. Select a few products in your department and with the help of the other employees, develop selling features and benefits that could be used in a telephone sales presentation.
(115) Skill in receiving or giving telephone orders, complaints and messages.	LAP 24 - #2, p. 34. Merchandising Area: You are a salesperson in the catalog department. Obtain a catalog and have a customer decide upon some specific merchandise. You are to take the order according to the previously discussed procedures. Sales Promotion Area: You receive a call from the womens' better dress department which wants your department to develop a brochure to be enclosed with the next billing. What information do you need to obtain? Role play this situation. Management Area: A customer calls to complain that after returning some merchandise to the department manager, she was unjustly accused of abusing that merchandise. How would you handle this situation? Role play this encounter. Control Area: A customer calls and complains that she is being charged for merchandise she did not purchase. Her daughter has been using the charge without telling her mother. The mother does not know about this situation. How would you handle this problem? Role play this situation. Using the "In-Basket Simulations," Department Store Problems, complete the following activities: Management Area: # 3 - Store Manager Handle as you see fit. #10 - Assistant Manager # 7 - Softlines Manager # 9 - Hardlines Manager Control Area: #3 - Credit & Accounting Mgr. #3 - Payroll Clerk #4 - Inventory Clerk	LAP 24 - #4, p. 34.

Salesperson - Department Store	Competency Area (Communications) Simulation I	
Competencies	Learning Activities	
	Individual	Group
	Merchandising Area: #6 - Receiving and Marking #2 - Stockkeeping #1 - Receiving & Shipping Mgr. #3 - Hardlines Salesperson #6 - Softlines Salesperson #5 - Cashier Sales Promotion Area: #5 - Advertising Mgr. #4 - Display Mgr. #7 - Copywriting #5 - Advertising Layout #3 - Exterior Display #3 - Interior Display	
VIII. Spoken Communications		
(151) That the tone of voice can express sincere welcome and eagerness to be of service.	LAP 5 - #1, p. 9. "Sales Training Assignment," #4, Laboratory Manual for Retail Selling, p. 41. Merchandising Area: In your simulated store situation, practice sincerity in your sales presentation. Have each customer rate you on your sincere and enthusiastic manner. Management Area: Decide on three important functions that your employees in your department must do. Explain these functions to two different employees. However, in one situation, be very sincere and in the other be much less receptive. Record how each employee received the new information or directions.	LAP 5 - #4, p. 9.
(152) An appreciation of the correct enunciation and pronunciation in speaking.	Selling Project 6, Activity Guide for Salesmanship Fundamentals, pp. 30-31.	Divide into groups of 3-4. Practice saying the tongue twisters taken from Pasttimes, Spring, 1972, Vol. 1, No. 4, p. 6 and then record them on the tape recorder. During the playback, listen carefully to see if you can understand what you are saying.
(153) An awareness that the use of terms of 'endearment' lowers the merchandise, the salesperson and the store's image in the estimation of the customer.	Observe and carefully listen to a sales demonstration in a store or participate in a sales situation. After the situation, make notes concerning terms of endearment which were used. How did these terms make you feel towards that salesperson and the store? Discuss your feelings with your learning manager. (This exercise could be adapted to any conversation where endearment terms were used.)	LAP 56 - #4, p. 16. Merchandising Area: Role play a situation in which the salesperson frequently uses endearing terms during a sales presentation. The group should react according to how they felt that the salesperson was portraying himself. Adjectives should be given to describe this particular salesperson.

Salesperson - Department Store	Competency Area (Communications) Simulation I	
Competencies	Learning Activities	
	Individual	Group
	LAP 2 - #2, p. 10. Record a situation where you misinterpreted what was being said. Explain any repercussions or bad feeling which evolved because of the misunderstanding of communication.	LAP 2 - #4, p. 10.
IX. Important Tool in Distributive Occupations		
(166) A realization that gestures help convey feeling in spoken communications.	LAP 5 - #2, p. 2	
(150) An awareness that the voice can be used to express conviction and convey confidence.	LAP 5 - #2, p. 18. Practice saying the following statements using different voice patterns. Start out saying the statement with little conviction and keep adding strength to your statement. 1. In my opinion, the blue suit fits you better than the brown. 2. How much does the job pay? 3. What are my responsibilities in the apartment? 4. I suggest that each salesperson should try to keep the wrapping area as neat as possible.	
(154) A belief that the voice tone is an important medium through which selling is accomplished.	LAP 6 - #2, p. 2.	Divide into groups of four. Using the tape recorder, each of you will read the following statements. During the playback session, use the rating form found in LAP 6 and discuss with your learning manager the impression your voice conveys. Practice the statements until you feel you achieve a selling voice tone. Merchandising Area Questions: 1. How many would you like to purchase? If you buy two, you will save money. 2. Which color do you prefer, the green or blue? 3. Would you like me to charge this to your account? 4. May I deliver this to your home? 5. If you buy today, you receive a 10% discount.

Salesperson - Department Store	Competency Area (Communications) Simulation I	
Competencies	Learning Activities	
	Individual	Group
		Control Area Questions: 1. Would you like to open an account with our store? 2. We have two types of charge policies; one is the easy payment plan and the other is revolving credit. Which do you prefer? 3. As an employee with our store, you have the option of buying a U.S. Savings Bond every month. Would you like us to arrange to take this money out of your paycheck?
(155) A feeling that voice tone quality enhances the value of the merchandise described.	Complete the activity sheet, "Voice Levels and Tone Curves," p. 41 in Communications: Oral and Written.	LAP 7 - #3, p. 3. In groups of four, decide what tone of voice and gestures should be used to sell the following merchandise: 1. Baby Clothes 2. Jeans 3. Lingerie 4. Buzz Saws 5. Bicycles 6. Fabrics 7. Furniture After your discussion, select one of the above groups of merchandise for each two people in the group. Each two people should tape record a sales demonstration using their selected product. The entire class should rate the playbacks of the sales demonstration to comment on the ability of the salesperson to enhance the merchandise through voice tones.
X. Management-Employment Communication		
(168) A belief that communications between the various departments and divisions within a store will result in a more efficient operation with mutual benefits to all.		Divide into the four areas of your simulated store. Each area must decide how they will inform the other three areas of operations that exist within the division and need to be communicated throughout the store. A list of these items should be reported at a store-wide meeting.
(102) Knowledge of when to keep communication confidential.	In your department, make a list of those things which you feel must be kept confidential. The list you make may include confidential information kept from: 1. Customers 2. Co-workers 3. All Employees	To understand how communications can become distorted, one person will relate a very brief story about an incident that occurred in a department. As the story is passed along, write down what you told the next person. At the end of the chain, listen to the final story. Compare how close it is to the original information. Check each person's notes to see what was added along the way. Discuss what effects could have come about because of the inaccurate information.

Salesperson - Department Store	Competency Area (Communications) Simulation I	
Competencies	Learning Activities	
	Individual	Group
(193) How to suggest changes to management.	LAP 43 - #1, p. 16. Write a memo to the manager of your department in your simulated store.	Modification of LAP 43 - #4, p. 16. Divide into a group of 3-4. Make a list of all of the changes which you feel are needed in your particular school. Narrow the list down to the two most important and realistic changes which you feel should occur. All of the groups should report their changes and the entire class must then agree on one important change. Submit this change to your Student Government Association. Follow-up on these exercises to see how your suggestion was accepted.
XI. Communications through Business Publications and Trade Journals		
(149) An awareness that fashion and style information, product knowledge and business trends can be obtained by reading trade and business journals and publications.		Divide into the areas of your simulated store. Discuss how your group can help to inform the entire department staff about fashion and style information, product knowledge, and business trends. Make a list and work out some means to put these suggestions into operation.
XII. Communicating Business Image		
(147) That in distributive occupations the "spoken word" is an important tool of the trade.		LAP 2 - #4, p. 3.
(161) A realization that first impressions are important to the business and last impressions are longest remembered.		In each area of your simulated store, hold a department meeting. Decide what your department could do to create a better first impression to everyone. This includes not only customers but supervisors, other employees, and management. Your group should decide how to put these ideas into effect.
(158) An awareness that nothing is quite so important or contagious as enthusiasm - for the store, for the merchandise and for customers.	LAP 55 - #1, p. 13.	Divide into the various departments of your simulated store. Create a slogan, poster, or a sign to be displayed in your department to remind employees of the importance of enthusiasm.
(137) Ability to talk clearly and pleasantly, conveying spirit and enthusiasm in one's speech.		In your various divisions (areas) of your simulated stores, role play a situation which would frequently occur. In this situation, do not use enthusiasm and spirit in the enactment. After these particular roles have been played, create another situation in which enthusiasm and spirit are conveyed. Compare the effects of the two situations.

Ass't Buyer - Department Store	Competency Area (Communications) Classroom II	
Competencies	Learning Activities:	
I. Written Communications	Individual	Group
(094) How to use written communications in forms and reports.	Review any of the forms used in the simulated store. Decide what forms you have used that need to be revised. Make a new form which you feel is more appropriate for the work in the store.	
(125) In writing saleschecks legibly so that errors in delivery quantities sent and amounts charged for can be eliminated.	Review the procedures for writing a salescheck. Have a classmate check your work to see if you are following proper procedure.	
II. Communications Regarding Policies		
(127) In communicating effectively with customers, co-workers, and supervisors.		Discuss, in a buzz group, the problems you have found by working in a simulated store. Decide how these problems can be overcome. Discuss the positive aspects of working in the simulated store. Your group should discuss new means that will help to make the store a better learning experience.
III. Training Communications		
(167) That attending departmental or store-wide meetings is a good way to keep informed of promotions, changing methods and operating picture.		Participate in a DECA meeting that will help in developing more of a positive attitude among class members. Be sure to inform the entire group about new business or matters that will affect the club. The committee you are on in DECA should give a detailed report on what progress is being made.
(138) Ability to assist with training or teaching others.	Since you are a second year student you should be familiar with what happens in your store. During a Parents Night or an Open House, serve as guide and explain the functions of the departments and the store to your group.	
IV. Technical Vocabulary		
(162) Valuable information can be gained by reading manufacturer's hangtags, labels, directions, etc.	LAP 51 - #1, p. 3.	
(132) Skill in developing descriptive phrases and sentences to be used in selling the merchandise in the department or store.	MAP Silver - Communications, #5.	
(143) Skill in translating technical words concerning an item of merchandise into the customer's language.	Using a catalog from any general merchandising firm, select five pieces of merchandise and develop descriptive phrases to describe the merchandise. Be sure that you explain the merchandise in terms that the customer will understand. Select a classmate and have a very brief sales demonstration on three	

Ass't Buyer - Department Store	Competency Area (Communications) Classroom II	
Competencies	Learning Activities	
	Individual	Group
	of the products. Your classmate should rate you on your ability in presenting the product.	
V. Speech and Vocabulary		
(122) Skill in effective use of speech and vocabulary.	Projects, #1, Projects For Use With Preparatory or Pre-employment D.E. Curriculums, p. 89. Read: "The Art of Speaking," Effective Business Communications, pp. 721-729.	
(145) That poor or awkward grammar lowers store personnel, store image, and merchandise value in the estimation of the customer.		LAP 3 - #3, p. 7.
(144) That the ability to communicate skillfully in good English is essential to a person's business advancement.	Since you have been working for a year in the simulated store, you should evaluate your communication and English skills. Ask your learning manager to discuss your progress with you in a small individual conference.	
VI. Communications with Customers		
(135) Skill in communicating a sufficient understanding of the terms and limits of different type accounts to credit applicants.	"Answering Questions About Credit Policies," Section III, Project II, pp. 73-74. Credit and Collections.	
(134) Skill in helping customers to fill out credit application forms.	LAP 23 - #1, p. 3.	
(117) Skill in interpreting store policies to customers.		LAP 20 - #4, p. 24.
VII. Telephone Communication		
(114) Skill in using the telephone correctly and most effectively.	Rate a salesperson in your community on their telephone manners and skills as you place an order for some merchandise. Write a critique on your experience.	
VIII. Spoken Communications	Not covered in C II See S II.	
IX. Important Tool in Distributive Communications	Not covered in Classroom II. See Classroom I.	
X. Management-Employment Communication	Not covered in Classroom II. See Classroom I.	
XI. Communications through Business Publications and Trade Journals.		
(149) An awareness that fashion and style information, product knowledge and		

Ass't Buyer - Department Store	Competency Area (Communications) Classroom II	
Competencies	Learning Activities	
	Individual	Group
(149) business trends can be obtained by reading trade and business journals. (cont.)	According to the department of your simulated store in which you work, read an article in that area from a trade journal every week. Write a brief summary on what you read and how it will help you.	
XII. Communicating Business Image	Not covered in Classroom II. See Classroom I.	

Ass't Buyer - Department Store	Competency Area (Communications) Simulation II	
Competencies	Learning Activities	
I. Written Communications	Individual	Group
(094) How to use written communications in forms and reports.	Gold Award - Communications #1. Complete in-basket activities (refer to in-basket activities from competency (094) Sim. I) on the appropriate form found in LAP 27, pp. 13-16. (Note to coordinator: Students must realize that they can actually fill out at least two of the forms with information they have gained in the classroom and the simulated store.)	
(125) In writing saleschecks legibly so that errors in delivery quantities sent and amounts charged for can be eliminated.		Merchandising Area: Take all of the saleschecks in your department that have been written for a three day period and check them for legibility and accuracy. Have a department meeting to review the proper procedure for writing a salescheck.
II. Communications Regarding Policies		
(127) In communicating effectively with customers, co-workers, and supervisors.	Management Area: You feel some of your employees are abusing the break and lunch hour arrangements. You need to make the rules of the store more explicit. Talk to the store personnel about their behavior concerning this matter.	Sales Promotion: The store is going to have a special discount period for just a four hour period one day this week. Your department needs to create an ad that will explain this sale.
III. Training Communications		
(167) That attending departmental or store-wide meetings is a good way to keep informed of promotions, changing methods and operating picture.	Management Area: As the manager of the simulated store, outline those topics which you feel should be discussed at a store meeting. Your employees must know store policies for example. After you have developed all of the policies for the simulated store, hold a store meeting to explain those procedures.	
IV. Technical Vocabulary		
(120) Skill in using the terminology of distribution and developing a vocabulary descriptive of the product or service being sold.	Management Area: Develop a list of descriptive words or phrases about some new merchandise that has just been received in the department. Using these descriptive words, explain to your employees how the merchandise should be sold to customers.	

Ass't Buyer - Department Store	Competency Area (Communications) Simulation II	
Competencies	Learning Activities	
	Individual	Group
(162) Valuable information can be gained by reading manufacturer's handtags, labels, directions, etc.		While visiting stores in your community, select merchandise which is similar to the products you sell in the simulated store. Observe what information is given on the handtags, labels, or washing instruction. Return to your simulated store department and briefly describe what information you gained. How will this information help you in your selling and in the comparison of different pieces of merchandise?
(123) Skill in selecting and using words suitable to the nature of the article of merchandise or service being sold.	Communication, Project #7 and #8, Projects, pp. 93-94.	
(132) Skill in developing descriptive phrases and sentences to be used in selling the merchandise in the department or store.	Merchandising Area: In your department, select five items of merchandise that are not moving well. Make a list of three creative and descriptive phrases for each product which can be used during a sales presentation to make the product more desirable. Use these phrases during your next sales presentation. Select an article of merchandise which is not familiar to you. Compose a list of descriptive words and phrases that vividly describe the product. Make sure that all of the information given is in the language of the customer. Role play a sales demonstration using the unfamiliar merchandise as the product.	
V. Speech and Vocabulary		
(145) That poor or awkward grammar lowers store personnel, store image, and merchandise value in the estimation of the customer.		Management Area: Plan the procedures for conducting a store meeting pertaining to the subject of poor grammar and what effects it has on the store. Make a list of grammar errors which store employees frequently use. Conduct the simulated store meeting or department meeting to explain these errors.
(144) That the ability to communicate skillfully in good English is essential to a person's business advancement.	LAP 39 - #2, p. 19.	
VI. Communications with Customers		
(134) Skill in helping customers to fill out credit application forms.		LAP 23 - #4, p. 4.

Ass't Buyer - Department Store	Competency Area (Communications) Simulation II	
Competencies	Learning Activities	
	Individual	Group
(116) Skill in satisfactorily handling customer inquiries for general information.		LAP 20 - #4, p. 4.
(117) Skill in interpreting store policies to customers.		In each of the four areas (management, merchandising, sales promotion, and control), develop four policies that deal with customers. If your group feels that you can develop more than four policies, write as many as you feel are needed. Record these policies so that they may be printed in a customer policy section of an employee handbook.
(119) Skill in listening to and following directions.		LAP 24 - #1, p. 2.
(130) Skill in listening to customers' names and addresses and writing them correctly.		LAP 23 - #4, p. 12.
(142) Ability to stimulate customer interest with trademark, slogans, slanties, etc.		LAP 19 - #4, p. 1.
VII. Telephone Communications		
(115) Skill in receiving or giving telephone orders, complaints and messages.	Sales Promotion Area: You receive a call from the women's better dress department which wants your department to develop a brochure to be enclosed with the next billing. What information do you need to obtain? Role play this situation. Management Area: A customer calls to complain that after returning some merchandise to the department manager, she was unjustly accused of abusing that merchandise. How would you handle this situation? Role play this encounter. Using the In-Basket Simulations received from Minnesota, complete the following activities: Management Area: #1 - Store Manager Handle as you see fit. #10 - Assistant Manager # 7 - Softlines Manager # 9 - Hardlines Manager Control Area: #2 - Credit & Accounting Mgr. #3 - Payroll Clerk #4 - Inventory	

Ass't Buyer - Department Store	Competency Area [Communications] Simulation II	
Competencies	Learning Activities	
	Individual	Group
	Merchandising Area: #6 - Receiving and Marking #2 - Stockkeeping #1 - Receiving & Shipping Mgr. #3 - Hardline Salesperson #4 - Softlines Salesperson #5 - Cashier Sales Promotion Area: #5 - Advertising Mgr. #4 - Display Mgr. #7 - Copywriting #8 - Advertising Layout #3 - Exterior Display #2 - Interior Display	
XIII. Spoken Communications		
[191] That the tone of voice can express sincere welcome and eagerness to be of service.		"Role Playing Situation," Problems and Projects for Retailing Principles and Practices, p. 69.
	Management Area: Decide on three important functions that your employees in your department must do. Explain these functions to two different employees. However, in one situation, be very sincere and in the other be much less receptive. Record how each employee received the new information or directions.	
IX. Important Tool in Distributive Occupations		
[195] A feeling that voice tone quality enhances the value of the merchandise described.		In groups of four, decide what tone of voice and gestures should be used to sell the following merchandise. 1. Baby Clothes 2. Jeans 3. Lingerie 4. Band Saws 5. Bicycles 6. Fabrics 7. Furniture After your discussion, select one of the above groups of merchandise for each two people in the group. Each two people should tape record a sales demonstration using their selected product. The entire class should rate the playbacks of the sales demonstration to comment on the ability of the salesperson to enhance the merchandise through voice tones.
I. Management-Employment Communication		
[168] A belief that communications between the various departments and divisions within a store will result in a more efficient		LAP #1 - #4, p. 4.

Ass't Buyer - Department Store	Competency Area (Communications) Simulation II	
Competencies	Learning Activities	
	Individual	Group
(168) operation with mutual benefits to all. (cont.)		Divide into the four areas of your simulated store. Each area must decide how they will inform the other three areas of operations that exist within the division and need to be communicated throughout the store. A list of these items should be reported at a store-wide meeting.
(102) knowledge of when to keep communication confidential.	As manager of your department store, you find out that one of your employees is going to quit. This information was given to you under the strictest of confidence. You don't want to be left with a vacancy but you know you should not approach your employee with the information. What would you do in this situation?	
(163) how to suggest changes to management.	Decide what change or changes need to be made in your department. Outline how the change should occur. Make arrangements to discuss your idea with the manager of the department. Follow up on your idea to see what action was taken.	
XI. Communications through Business Publications and Trade Journals		
(149) An awareness that fashion and style information, product knowledge and business trends can be obtained by reading trade and business journals and publications.		Decide how you should inform the other employees in your department of the information you have gained through your readings. Complete this exercise and actually relay this new knowledge to other employees.
XII. Communicating Business Image		
(161) A realization that first impressions are important to the business and last impressions are longest remembered.		In each area of your simulated store, hold a department meeting. Decide what your department could do to create a better first impression to everyone. This includes not only customers but supervisors, other employees, and management. Your group should decide how to put these ideas into effect.
(156) An awareness that nothing is quite so important or contagious as enthusiasm - for the store, for the merchandise and for the customers.		Divide into the various departments of your simulated store. Create a slogan, poster, or a sign to be displayed in your department to remind employees of the importance of enthusiasm.

The packet of materials related to competencies in the Display area includes individual and group learning experiences for first and second year students. Competencies deemed necessary for entry-level jobs were assigned to classroom and simulation activities for first year students and competencies considered necessary for career-level jobs were assigned to classroom and simulation activities for second year students.

Major emphasis on competencies in the Display area is in the second year. However, after reviewing the entire packet of material for first and second year students, the teacher-coordinator may select portions of the second-year material for use in the first year if this seems desirable. By design, the learning experiences may be repeated with variations of merchandise.

Teacher-coordinators should review the classroom and simulation packets at least one month before the scheduled time to teach these materials. This will allow time to purchase instructional materials and to make arrangements with local merchants for some of the special activities. Advance planning with the students will be helpful, for students may assist in procuring some of the materials and equipment needed to make this area of study a meaningful and pleasing experience.

The topics for the Display area for first and second year students are listed below. Even though a topic may not be covered in a particular section, the list of topics is all-inclusive for the two years. A notation is made on the curriculum materials if a topic is not covered in that particular section with reference to where the topic is covered. The reader will note that although the topic may be the same, the competencies in the second year are usually more complex.

Topical Outline - Display Area

I. Show Cards and Signs
II. Display Themes
III. Principles of Mass Display
IV. Types of Arrangement
V. Principles of Color, Harmony, Balance and Proportion in Display Construction
VI. Skills related to Elements and Principles of Design
VII. Types of Fixtures and Materials
VIII. Displaying Merchandise as It Will Be Used
IX. Requests for Merchandise on Display
X. Housekeeping Procedures

Instructional Materials Cited

Display Learning Activity Packages. Columbus, Ohio: Distributive Education Interstate Curriculum Consortium, 1975.

Display Made Easier. Columbus, Ohio: Distributive Education Curriculum Materials Laboratory, 1971.

Hatchett, Melvin S. *Merchandise Display*, Fourth Edition. Austin, Texas: Instructional Materials Laboratory, Distributive Education Department, The University of Texas, 1972.

Mauger, Emily A. *Modern Display Techniques*. New York: Fairchild Publications, Inc., 1964.

Richert, E. Henry, Warren G. Meyer, Peter E. Haines, and E. Edward Hannis. *Retailing Principles and Practices*, Sixth Edition. New York: McGraw-Hill Book Company, 1974.

Rowe, Frank A. *Display Fundamentals*. Cincinnati, Ohio: S.T. Publications, 1970.

Samson, Harland E. *Advertising and Displaying Merchandise*. Cincinnati, Ohio: South-Western Publishing Company, 1967.

Smith, Gary A. *Display and Promotion*. New York: Gregg Division/McGraw-Hill Book Company, 1970.

Visual Merchandising. Richmond, Virginia: Distributive Education Service, State Department of Education, 1972.

In addition to the instructional materials listed above you will need to buy the following items:

1. Sheets of lightweight white cardboard (Have cut into 6 1/2 x 7, 7 x 11, and 11 x 14 sizes for sign cards)

2. Sheets of black and various colors of cardboard for display background

3. Package of red, blue, yellow, and white playdoh

4. Short lengths of burlap in various colors for backgrounds for displays

5. Short lengths of inexpensive silk-like material for backgrounds for displays

6. Small cans of inexpensive paint in various colors for students to use in shadow-box displays

7. Several small paint brushes

9. Several boxes of felt-tip pens in assorted colors (available through 3-M)

10. Pressure-sensitive letters

11. Box of transparencies

12. Wrico sign-maker (available from Wood-Reagan Instrument Co., Nutley, New Jersey)

13. Dummy merchandise (Please collect empty boxes of hosiery, lingerie, blouses, shoes, etc., from local stores. If you cannot obtain dummy merchandise from grocery suppliers, you should save cans you use at home and ask your students to do the same. You can also ask the students to help you save hair spray cans and various kinds of bottles - listerine, scope, men's after-shave lotion, etc.)

Salesperson - Department Store	Competency Area (Display) Classroom I	
Competencies	Learning Activities	
I. Show Cards and Signs	Individual	Group
(240) Attitude that good display can be used to create prestige, obtain publicity, educate the public, introduce new styles, show new uses for goods, and build goodwill.		The teacher-coordinator will show illustrations from Visual Merchandising magazine or from other magazines to illustrate displays that (1) create prestige, (2) obtain publicity, (3) educate the public, (4) introduce new styles, (5) show new uses of goods, and (6) build goodwill.
	Evaluation: Exchange sign copy with at least two class members. Note whether or not the copy reflects the purpose for which it was intended. Initial your response. Return papers to the original owner. Discuss disagreements with the teacher-coordinator.	
(259) Attitude that good display (or visual merchandising) plays a major role in the volume movement of goods.		working in groups of 2-3, each group will select from a magazine provided by the teacher-coordinator an illustration of at least 3 of the above types of display. Be sure that illustrations of all six types of display have been found by the time all reports are given. If not, the entire class will continue search until all have been located.
(181) Knowledge of the ways to letter and design a simple sign.	Read Display Fundamentals, pp. 113-115. List at least 4 methods of lettering signs.	
(180) Knowledge of the uses of price cards as "silent salesmen."	Read Display and Promotion, pp. 33-34. Given a list of 3 items, write a selling phrase for each item.	Discuss information provided by teacher-coordinator based on Visual Merchandising, pp. 269-270; 271-272 and Retailing Principles and Practices, 6th Ed., pp. 324-325.
II. Display Themes		
(175) How to employ seasonal or storewide themes in department displays.	Read Display and Promotion, pp. 29-30. Develop theme and display ideas to carry out specific purposes as suggested in Advertising and Displaying Merchandise, p. 182.	Teacher-coordinator may refer to LAP 1, "Purposes of Display" for additional suggestions.
III. Principles of Mass Display		
(189) Knowledge of the principles of mass display.	Read: Retailing Principles and Practices, 6th Ed., pp. 323-324. Read LAP 7 - Handout #1.	Discuss transparencies made from handout #2, 3, 4, and 5 from LAP 7. Evaluation: LAP 7 - post-test (189 - A, B).
IV. Types of Arrangements		
(178) Knowledge of types of arrangements of displays which can be used in window or interior displays of merchandise.		Teacher-coordinator will present information regarding arrangements based on Topic V, Visual Merchandising, pp. 140-160.

Salesperson - Department Store	Competency Area (Display) Classroom I	
Competencies	Learning Activities	
	Individual	Group
		Discuss each type of arrangement shown on transparency made from masters in Display Made Easy. Each student will select from a magazine provided by the teacher-coordinator a picture depicting each type of arrangement. Evaluation: Each student will identify with 100% accuracy the type of arrangement depicted in pictures the teacher-coordinator presents.
(190) Knowledge of the best arrangements for advertised merchandise on counters, tables, or shelves.	Given a newspaper advertisement of merchandise suitable for counter, table, or shelf displays, each student will indicate the type of arrangement best suited for the advertised merchandise.	Teacher-coordinator will discuss counter, table, and shelf displays. See LAP 7 - #1 for references. LAP 7 - post-test - (190A). (Teacher-coordinator may review LAP 10 for additional aids.)
V. Principles of Color, Harmony, Balance and Proportion in Display Construction		
(179) Knowledge of principles of color, harmony, balance and proportion in display construction.	Given a blank color-wheel (Visual Merchandising, p. 131) and a small amount of red, blue, and yellow playdoh, each student will construct a color wheel. Using white playdoh each student will make a tint from the primary and secondary colors.	Teacher-coordinator will present the color wheel based on Visual Merchandising, pp. 113-116. The teacher-coordinator will present information regarding harmony, proportion, rhythm, repetition, and balance based on Visual Merchandising, pp. 72-80, using transparencies to illustrate each principle of design.
VI. Skills related to Elements and Principles of Design	Not covered in Classroom I. See Simulation I.	
VII. Types of Fixtures and Materials		
(174) Knowledge of the use of various types of display fixtures for the most advantageous display of merchandise.	Study Chapter 6, "Materials Used in Display," in Display and Promotion. Complete "Talking Business," p. 77 and "Sharpen Your Outlook," pp. 77-78 (unit #6) in Display and Promotion.	Teacher-coordinator will give information about props, fixtures, and forms based on Topic IX, Visual Merchandising. If possible, borrow some of the forms and fixtures and demonstrate their use. Show illustrations from Visual Merchandising magazine. (Use opaque projector) Evaluation: Ask students to identify by name the sketches on p. 257, Visual Merchandising.

Salesperson - Department Store	Competency Area (Display) Classroom I	
Competencies	Learning Activities	
	Individual	Group
VIII. Displaying Merchandise as It will Be Used	Not covered in Classroom I. See Classroom II.	
IX. Requests for Merchandise on Display	Not covered in Classroom I. See Classroom II.	
X. Housekeeping Procedures		
(177) Knowledge of the housekeeping procedures necessary for the proper upkeep of department displays of merchandise.	Following the teacher-coordinator's presentation concerning neatness, each student will make a list of housekeeping procedures necessary for the proper up-keep of departmental (interior) displays.	Teacher-coordinator will present information concerning housekeeping based on Rowe, Display Fundamentals, p. 10. Discuss students' lists of housekeeping procedures. Do they vary with the type of item? (Ex. Produce Department, Grocery Department, Shoe Department)

Salesperson - Department Store	Competency Area (Display) Simulation I	
Competencies	Learning Activities	
I. Show Cards and Signs	Individual	Group
(240) Attitude that good display can be used to create prestige, obtain publicity, educate the public, introduce new styles, show new uses for goods, and build goodwill.		The class will brainstorm an idea for a bulletin board (same as a large sign card) to promote the simulated and/or school store.
(181) Knowledge of the ways to letter and design a simple sign.	Visit firms in your community to observe methods used in signs displayed. Obtain samples of at least 2 methods.	Discuss the results of students' observations in stores. Show examples of methods of lettering obtained on your visits.
II. Display Themes		
(175) How to employ seasonal or storewide themes in department displays.	Observe businesses to determine theme of display and merchandise features as suggested in Advertising and Displaying Merchandise, p. 181.	The class will decide on a theme for a store-wide 50th anniversary sale.
III. Principles of Mass Display	Not covered in Simulation I. See Classroom I.	
IV. Types of Arrangements		
(178) Knowledge of types of arrangements of displays which can be used in window or interior displays of merchandise.	Using dummy or real merchandise, each student will construct the following types of arrangements: 1. Pyramid 2. Step 3. Zigzag 4. Repetition 5. Radiation 6. Fan or Arc	OR Working in groups of 2-3, construct the following type of arrangements: 1. Pyramid 2. Step 3. Zigzag 4. Repetition 5. Radiation 6. Fan or Arc
V. Principles of Color, Harmony, Balance, and Proportion in Display		
(179) Knowledge of principles of color, harmony, balance, and proportion in display construction.	Each student will observe an interior or exterior display in a business firm and describe the display to the class in terms of the principles of display. OR Each student will use the display rating sheets, pp. 36-37, in Display and Promotion to evaluate the illustration on p. 35 of that manual.	In groups of 3-4, under the supervision of the student manager or assistant manager of the simulated store, examine the displays in the simulated and/or school store. Report to the class your group's evaluation of the designs of the displays. Also describe colors used in the simulated store. Make recommendations from your group regarding the use of color in the store.

Salesperson - Department Store	Competency Area (Display) Simulation I	
Competencies	Learning Activities	
	Individual	Group
(246) Attitude that color plays an important part in the customer's acceptance of merchandise.	Students will select from magazines they have been provided a picture to illustrate the principles of design (harmony, proportion, emphasis, rhythm, repetition, and balance.	Evaluation: Students will write the appropriate principles of design as the teacher-coordinator shows magazine illustrations or transparencies depicting the various principles.
VI. Skills related to Elements and Principles of Design	Not covered in Simulation I. See Simulation II.	
VII. Types of Fixtures and Materials		
(174) Knowledge of the use of various types of display fixtures for the most advantageous display of merchandise.	Make a list of all the fixtures in the simulated and/or school store.	
VIII. Displaying Merchandise As It Will Be Used	Not covered in Simulation I See Simulation II	
IX. Requests for Merchandise In Display	Not covered in Simulation I See Simulation II	
X. Housekeeping Procedures		
(177) Knowledge of the housekeeping procedures necessary for the proper upkeep of department displays of merchandise.	Members of the sales promotion division will accept the responsibility of handling all the housekeeping duties related to display.	The teacher-coordinator will obtain permission to rate a window in a local store. Students will rate the window using the Display Rating Sheet. Adults will judge the same window on the same day, using the Display Rating Sheet in Visual Merchandising, p. 195 c & d or Display and Promotion, pp. 36-37. VEP Bronze #8 - Marketing.

Ass't Buyer - Department Store	Competency Area (Display) Classroom II	
Competencies	Learning Activities	
I. Show Cards and Signs	Individual	Group
(240) Attitude that good display can be used to create prestige, obtain publicity, educate the public, introduce new styles, show new uses for goods, and builds goodwill.		Review the types of displays as indicated in competency #240 by the teacher-coordinator showing illustrations from the magazine, Visual Merchandising or from other magazines to illustrate displays that (1) create prestige, (2) obtain publicity, (3) educate the public, (4) introduce new styles, (5) show new uses of goods, and (6) build goodwill. Members of the class will select from a magazine provided by the teacher-coordinator an illustration of at least 3 of the above types of display.
	Prepare copy for a sign for each of the following purposes: (1) to create prestige for your simulated and/or school store (2) to evaluate the student body (3) to introduce new merchandise (4) to create goodwill for the simulated and/or school store Evaluation: Exchange sign copy with at least two class members. Note whether or not the copy reflects the purpose for which it was intended. Initial your response. Return papers to original owner. Discuss disagreement with the teacher-coordinator.	
(259) Attitude that good display (or Visual Merchandising) plays a major role in the volume movement of goods.	Members of the sales promotion division will design a simple research plan to determine the effect of display on sales. For example, prepare a display of any item or group of items suitable for exhibit for one week near the central office or cafeteria. Compare sales of item(s) before the special display with sales during the period the display was in a "heavy traffic" location.	
II. Display Themes		
(184) Knowledge of how to plan and schedule displays and display themes in advance.	Read Retailing Principles and Practices, 6th Edition, pp. 151-156.	
(210) Skill in scheduling and featuring merchandise in displays at the same time it is being advertised.	LAP 20, Individual #1 OR Individual #2	LAP 20, Group 4 or Group 5 (Need Handouts #1 & #2)
(260) Attitude that increased traffic from advertising, special promotions and sales can only be retained by the store presenting and displaying its produce in a manner both pleasing and easy for the customer to shop.	Refer to research activity for competency #256.	Discuss the material in Modern Display Techniques, pp. 58-63 and Advertising and Displaying Merchandise, pp. 51-52 in relation to the sales promotion activities in your simulated and/or school store.

Ass't Buyer - Department Store	Competency Area (Display) Classroom II	
Competencies	Learning Activities	
III. Principles of Mass Display	Individual	Group
(189) Knowledge of the principles of mass display.	Each student will write a "position statement" concerning the amount of merchandise to be shown in a window display of a firm relating to the student's occupational interest. This position statement should create an image of the firm.	The class will divide into 2 teams to debate the issue: "Mass display of merchandise is an effective way to increase sales." Review handouts #2,3,4,&5 from LAP 7. Evaluation: LAP 7 - post-test (189 A,B).
(249) Attitude that window display of merchandise should feature merchandise in which the public has displayed an interest.		Divide into three groups. Group 1 read Display and Promotion, pp. 29-32; Group 2 read Modern Display Techniques, pp. 58-60; Group 3 read Advertising and Displaying Merchandise, pp. 70-71. Discuss the importance of displaying merchandise in which the public has displayed an interest.
IV. Types of Arrangements		
(186) Knowledge of current fashion and merchandise information necessary for effective and timely display.	LAP 6, Individual #1 Review types of arrangements in Display - Simulation I Project Note: Teacher-coordinator will borrow current fashion magazines from the library to supplement trade journals in the classroom.	LAP 6, Group 4, a,b,c.
V. Principles of Color, Harmony, Balance, and Proportion in Display		
(228) Skill in using color, harmony, balance, and proportion in display construction.	Each student will select a card on which the teacher-coordinator has written the names of 3 colors. The student will ask 3 individuals (family, friends, or co-workers) what each color means to that person. Compare results with information presented by teacher-coordinator. Each student will examine an item of merchandise under artificial light and then in daylight. (An item of colored apparel may be examined at home.) Report whether or not there was a difference in the color. Evaluation: LAP 3 - post-test.	The teacher-coordinator will present information regarding the effects of color based on Visual Merchandising, pp. 117-119 and Retailing Principles and Practices on p. 316. (Also see LAP 7, Handout #1) Make a tape of "Color Poetry" from Visual Merchandising, p. 132 and play for the class. Teacher-coordinator will present information regarding color qualities or properties, based on Visual Merchandising, pp. 119-122. The teacher-coordinator will explain the effect of color on the principles of design based on information in Visual Merchandising, pp. 122-125. Review information regarding harmony, proportion, rhythm, repetition and balance based on Visual Merchandising, pp. 70-80.
VI. Skills related to Elements and Principles of Design	Not covered in Classroom II. See Simulation II.	

Ass't Buyer - Department Store	Competency Area (Display) Classroom II	
Competencies	Learning Activities	
	Individual	Group
VII. Types of Fixtures and Materials		
(193) Knowledge of how to dress mannequins for displays.		Teacher-coordinator will give information about pinning and grooming techniques based on Chapter 4 in Display Fundamentals. Ask display manager or local merchant to demonstrate how to dress mannequins for display. OR Teacher-coordinator give demonstration (See pp. 264-265, Visual Merchandise for directions.)
(195) Knowledge of how to use available display space to the best advantage.	LAP II, Individual #2 (Need Handout #1)	LAP II, Group 3 (Need Handout #1)
(245) Attitude that customers through their past selections actually determine where merchandise should be located in open displays.		LAP II, Group 3 (Need Handout #1)
(196) Knowledge of how to obtain maximum customer exposure to merchandise by arranging temporary displays of featured or sale items in other than normal department locations.		Divide into 3 Groups. Group 1 read Advertising and Displaying Merchandise, pp. 86-87, 94; Group 2 read Display and Promotion, p. 23; Group 3 read Modern Display Techniques, pp. 21-27. Discuss.
(247) Attitude that window or prime interior display space should not be used to dispose of slow-selling merchandise.		Discuss the information in "Display Cycle," in Retailing Principles and Practices, 6th edition, pp. 137-138.
(250) Attitude that an item of merchandise should be allotted display space based on its sale volume.	Take pre-test, LAP II.	Discuss answers to pre-test.
VIII. Displaying Merchandise As It Will Be Used		
(191) Knowledge of ways to develop displays that feature merchandise as near as possible to the way it will be used.	Each student will observe displays in 3 stores and report on displays that feature merchandise as it would be used: (Ex. lamp on a table, dress on a mannequin, scarf or jewelry for a head form).	Given a list of items, members of the class will suggest ways to feature merchandise as it would be used. Set a time limit of 10 minutes. Check to see which class members completed the largest number of suggestions. The class will then discuss the suggestions. A suggested list of items is on the following page.
(256) Attitude that when purchasing display supplies or fixtures the store's image must be considered.	Read Retailing Principles and Practices, pp. 143-145.	Discuss fixtures and supplies in relation to store image in a (1) Variety store, (2) Women's or Men's Specialty Shop, (3) Grocery Supermarket.

FEATURING MERCHANDISE AS IT WILL BE USED

ITEM	WAY TO DISPLAY ITEM
1. Bathing suit	
2. Hosiery	
3. Gloves	
4. Scarf	
5. Refrigerator	
6. Lamp	
7. Decorative pillows	
8. Fishing pole	
9. Vase	
10. Bedspread	
11. Man's shirt	
12. Little girl's petticoat	
13. Ski jacket	
14. Steamer	
15. In-door plant	
16. Picture of mixed flowers	
17. Dress fabric	
18. Drapery fabric	
19. Card table	
20. Serving tray	

Asst Buyer - Department Store	Competency Area (Display) Classroom II	
Competencies	Learning Activities	
II. Requests for Merchandise on Display	Individual	Group
[194] Knowledge of how to handle customer requests for clothes on mannequins or other merchandise on display.	LAP 22 - pre-test.	Read Handout #1, LAP 22.
[237] Attitude that good display of merchandise is a prime factor in developing a customer's interest.		As a class project, each class member will ask 3 adults to give an example of becoming interested in an item after seeing it on display. Report results in writing. These reports should be summarized in class. (To assist adults in thinking of experiences students should remind them of impulse buying in food stores, other self-service stores, hardware stores, department stores, etc.)
[225] Skill in using price cards to emphasize the price of merchandise being shown.	Read Modern Display Techniques, pp. 15-18.	LAP 30 - Group 4
[172] Knowledge of how to develop copy for point-of-sale signs.	Study Handout #1, LAP 17. Study Handout #2, LAP 17, p. 570. Evaluation: Take post-test LAP 17, p. 583. (Use check list in Handout #1 and record answers on separate sheet with sign numbers indicated.)	Group #3, LAP 17, p. 566. Group #4, LAP 17, p. 570. (Use transparencies instead of handout.)
K. Housekeeping Procedures		
[253] Attitude that display merchandise not quickly returned to selling departments usually increases inventory shortages.	Cross-reference section on Inventory in Operation and Management Units.	

Asst Buyer - Department Store	Competency Area (Display) Simulation II	
Competencies	Learning Activities	
I. Show Cards and Signs	Individual	Group
[240] Attitude that good display can be used to create prestige, obtain publicity, educate the public, introduce new styles, show new uses for goods, and build goodwill.		The class will brainstorm an idea for a bulletin board (same as a large sign card) to promote the simulated and/or school store. Divide into groups by occupational interests. Each group will decide on an idea for a sign card for a display of merchandise or service from that occupational area. This may be an interior or exterior display.
[241] Knowledge of the ways to letter and design a simple sign.	Review Display Fundamentals, pp. 113-115.	
[242] Knowledge of the uses of price cards as "silent salesmen."	Members of the sales promotion division will prepare price cards for items in the simulated and/or school store. Observe whether or not the use of these cards saves the time of salespeople.	
[227] Ability to letter and design a simple sign.	Practice lay-out for a sign as suggested in Advertising and Displaying Merchandise, p. 204. Practice lettering with a felt-tip pen as suggested in Advt. and Displaying Merchandise, pp. 205-206. Prepare a two-line plus price information sign card for a table or bin of merchandise. Use one of the following methods: 1. Lettering with a lettering set 2. Pressure-sensitive letters 3. Hand letter with felt-tip pen OR Prepare each of the signs in the sign requests in Advertising and Displaying Merchandise, p. 208. Each student will prepare one 2-line sign card using the sign press. REF. Bronze #11 - Marketing.	Students will use handout #1, Parts I and 2, LAP 20 to evaluate their sign copy.
II. Display Themes		
[175] How to employ seasonal or storewide themes in department displays.		Divide into the following groups to represent "departments." (1) Gifts in Drug Store setting (Ex. candy) (2) Food (3) Service Station (4) General Merchandise Each group will decide on a theme

Asst Buyer - Department Store	Competency Area (Display) Simulation II	
Competencies	Learning Activities	
	Individual	Group
		for that "department" for the following special days: (a) Washington's Birthday (b) Fourth of July (c) Valentine's Day (d) Christmas The entire class will decide on a theme for the simulated and/or school store for the September store opening.
[184] Knowledge of how to plan and schedule displays and display themes in advance.		Members of the sales promotion division of the simulated store will prepare a list of themes that would be appropriate for a store-wide promotion during the month these members are in this department. Schedule these events on Monthly Calendars, page number 70. Discuss with members of other departments and teacher-coordinator.
	Take post-test, LAP 9, p. 210.	
[210] Skill in scheduling and featuring merchandise in displays at the same time it is being advertised.	Take pre-test, LAP 20, p. 660.	
[242] Attitude that displays should be changed often to maintain interest from customers.	Complete the information on hand-out #1, LAP 6, by observing in a local store. Ask the manager for information that you cannot obtain through observation.	
III. Principles of Mass Display		
[228] Skill in selecting merchandise for display that is seasonal and timely.	LAP 6, Individual #2 (Need handout #1)	LAP 6, Group #2 (Need handout #2)
[251] Attitude that special displays can create a favorable price-image in the minds of customers.		Members of the sales promotion division will discuss with members of the other departments in the simulated store the effect of a special display they have created concerning price-image.
IV. Types of Arrangements	Not covered in Simulation II. See Classroom II.	
A. Principles of Color, Harmony, Balance, and Proportion in Display		
[228] Skill in using color, harmony, balance, and proportion in display construction.	Members of the sales promotion division will demonstrate the principles of color, harmony, proportion, emphasis, rhythm, repetition, and balance in the displays they arrange for the simulated and/or school store.	Divide into 7 groups. Given white, black, and various colored cardboard to be used as a background, each group will select one piece of cardboard. Place an item of merchandise in front of the background. Observe the effect. Then exchange your background with each of the other groups. Observe the effect of the background color on each item of merchandise.

(104)

(Display) Simulation II

MONTH

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY

Ass't Buyer - Department Store	Competency Area (Display) Simulation II	
Competencies	Learning Activities	
	Individual	Group
		The class will discuss the principles of display as exemplified in the displays the Sales Promotion Division has constructed. (This activity will be repeated as responsibilities for sales promotion activities are rotated.)
VI. Skills related to the Elements and Principles of Design		
(205) Skill in arranging counter displays of merchandise.	Each student will arrange a shelf, counter, or table display of dummy merchandise or of items brought from home. Identify the type of arrangement used.	
(208) Skill in using color, harmony, balance, and proportion in display construction.	Each student will obtain an empty box from a grocery store. He will then arrange a shadow-box display of merchandise suitable for that size display. The merchandise may be borrowed from a store or brought from home. The interior of the box should be painted, wall-papered, or lined to give the proper background.	Members of the class will evaluate each shadow-box using the Rating Sheet for Shadow-Box on the following page. The class will discuss each shadow-box in terms of arrangements, color, and principles of design.
(230) Skill in using various arrangements of merchandise in windows and interior design.	If window is not available in simulated or school store, teacher-coordinator will obtain permission for groups to plan and construct a window for a local store.	In groups of 3, plan and construct a display for the window in the simulated store. (The teacher-coordinator will schedule the window displays.) Members of the class will judge the window using the Display Rating Sheet in Visual Merchandising, p. 195 c & d or pp. 36-37 in Display and Promotion.) DECA Silver #5 - Marketing. The teacher-coordinator will obtain permission to rate a window in a local store. Students will rate the window using the Display Rating Sheet. Adults will judge the same window on the same day, using the Display Rating Sheet. Student "winners" should be selected according to the DECA competitive event. DECA Bronze #6 - Marketing.
VII. Types of Fixtures and Materials		
(188) Knowledge of the uses of manufacturer's aids.	Each student will visit a firm related to his occupational interest. He will ask the manager about the use of manufacturer's display aids. He should ask the manager if he has any manufacturer's aids he could lend or give to the D.E. simulated store.	The class will discuss the manufacturer's aids that students located in local firms.

RATING SHEET FOR SHADOW BOX

DISPLAY NO. _____

DESCRIPTION OF MERCHANDISE DISPLAYED _____

_____

NAME OF JUDGE OR STUDENT _____

1. POWER TO ATTRACT ATTENTION (25 points)

   Is theme or idea clever?

   Is theme or idea well executed?

   Are display props suitable?

   Actual Points _____

2. ARRANGEMENT (25 points)

   Is there proper amount of merchandise in the show case?

   Is related merchandise used?

   Does the design or arrangement focus attention on the featured merchandise?

   Actual Points _____

3. SELLING POWER (25 points)

   Are merchandise features clearly shown?

   Are show cards used effectively?

   Actual Points _____

4. TECHNICAL EXCELLENCE (25 points)

   Is merchandise well folded, draped, or placed?

   Is the color coordination pleasing?

   Are show case and merchandise clean?

   Actual Points _____

   (100 Possible Points) TOTAL _____

Ass't Buyer - Department Store	Competency Area (Display) Simulation II	
Competencies	Learning Activities	
	Individual	Group
(231) Skill in using various types of display fixtures for the most effective display of merchandise.	Using merchandise borrowed from a store or items brought from home, dress a mannequin or form either in the simulated store or in a local firm. (The teacher-coordinator will make arrangements with local merchants.) MAP Bronze #1 - Product and/or Service Knowledge.	Have demonstration of arranging items on various display forms and fixtures. Have student(s) demonstrate displaying shirt on board. (See pp. 258-259, Visual Merchandising, for directions.) Have student demonstrate: 1. Diagonal sweep drape 2. Waterfall drape 3. Fan drape (See pp. 260-261, Visual Merchandising, for directions.) LAP 7 - #4.
(187) Knowledge of the best location within the store or department to place displays.	LAP II, Individual #1.	
(222) Skill in using the best selling location within the store or department to place effective displays.	Draw a lay-out of the simulated store and label the displays according to symbols on handout #1, LAP II.	Discuss location and types of displays in simulated store. Brainstorm possible changes.
(196) Knowledge of how to use available display space to the best advantage.		Divide into groups of 5-6. Each group will visit a different local store. Draw a store lay-out using the following symbols: ○ = Mannequin △ = Free Standing ——— = Closed Case □ = Feature Platform
(245) Attitude that customers through their best selection actually determine where merchandise should be located in open displays.		Ask store manager customers' preferences for location of items in open displays.
(198) Knowledge of how to obtain maximum customer exposure to merchandise by arranging temporary displays of featured or sale items in other than normal department locations.		Class will select items from simulated store that might be displayed in locations in the school building but outside the simulated store. Discuss possible locations. Defend choice of items and choice of location.
(250) Attitude that an item of merchandise should be allotted display space based on its sale volume.		Invite local manager to speak to class concerning the allotting of display space based on sales volume.
VIII. Displaying Merchandise As It Will Be Used		
(191) Knowledge of ways to develop displays that feature merchandise as near as possible to the way it will be used.	Each student will cut pictures from magazines and construct a composition from them to show merchandise displayed as it can be used. Composition related to one of the following items should be made by each student.	

Ass't Buyer - Department Store	Competency Area (Display) Simulation II	
Competencies	Learning Activities	
	Individual	Group
Skill in displaying merchandise as it can be used.	1. Sports 2. Apparel 3. Appliances 4. Food MAP Filmer #5 - Product and/or Service Knowledge	Members of the class will evaluate each composition on a rating of 1 to 5, one being the highest. The compositions judged to be best should be displayed on the bulletin board.
[222] Skill in using manufacturer's display aids with discretion.		Members of the sales promotion division of the simulated store will use manufacturer's aids in at least three displays. Ask the members of other divisions in your simulated store to evaluate your use of manufacturer's aids by answering the following questions: 1. Was the manufacturer's aid more effective than one you could have made? 2. Did the aid attract attention? 3. Did the aid overshadow the merchandise?
D. Requests for Merchandise on Display		
[134] Knowledge of how to handle customer requests for clothes on mannequins or other merchandise on display.	Five students will ask one employer each what the policy of this store is concerning removing merchandise from a display if a customer requests that item. The students will report their findings to the class.	After hearing reports from students about various store policies and some policies reported by the teacher-coordinator, members of the class will write: (a) One policy permitting the merchandise to be removed and stating the procedures to be used. (b) One policy not permitting merchandise to be removed and stating ways of trying to satisfy the customer even though denying her request.
[229] Attitude that self-selection merchandise must be properly signed or identified for greatest ease in customer selection.	Each student will visit one self-service store. Observe one aisle (both sides) to determine: (a) were aisle signs used to direct customers to that section?; (b) how were prices noted?; (c) were manufacturer's aids used?; (d) if you needed an item from that section could you find it and use it without asking for help from a salesperson?	LAP 3 - Experience #3 (group) LAP 4 - Experience #4 (group)
[241] Attitude that effective display of self-selection merchandise can reserve the salesperson's time for merchandise which requires selling aid.	From a mail-order catalog select an item that may be found in a self-service store but which would require a salesperson's time in order to sell it. Copy the merchandise information that the mail-order catalog gives about the item. Evaluation: post-test, LAP 1.	Divide the class into pairs. With one member of each pair serving as the customer and the other as a salesperson, tape record the conversation between the customer and salesperson regarding the merchandise selected from the mail-order catalog in the individual assignment. Use the merchandise information in preparing for the role-playing situation. Then

Ass't Buyer - Department Store	Competency Area (Display) Simulation II	
Competencies	Learning Activities	
	Individual	Group
		reverse the roles and record the conversation about the item of merchandise selected by the other member of the pair.
(173) Knowledge of the procedures for having point-of-sale signs printed.	LAP 17, Individual #1.	Members of the merchandising division of the simulated store will order point-of-sale signs for merchandise from sales promotion division. In your next field trip, take a copy of Handout #1, p. 588 LAP 17, and obtain answers to the questions.
(223) Skill in using related item or "logical" grouping display to make it easier for the customer to shop.		Members of the sales promotion division will arrange three displays featuring related items in either the simulated store or the school store. Ask members of other departments in the simulated store to evaluate.
(225) Skill in using price cards to emphasize the price of merchandise being shown.		Members of sales promotion division will use price cards in displays. Ask members of other divisions to evaluate, using questions on Handout #1, LAP 30, p. 874.
(232) Skill in developing copy for point-of-sales signs.	LAP 21, Individual #1 (Need Handout #1, Parts 1 & 2)	Members of merchandising division of the simulated store will write sign copy for five displays. Ask members of other divisions to evaluate, using check list on Handout #1, parts 1 & 2, LAP 21.
B. Housekeeping Procedures		
(207) Skill in rearranging or replacing merchandise sold from insertion displays.	Using dummy merchandise, arrange an end-of-aisle display of canned soup. This should be a mass display. Let one student customer remove 6 cans and in the process disarrange the display. Now, let a student employee replace the cans of soup. Evaluation: Did the student straighten the display before adding the cans? Did he make sure the assortment of varieties of soup was maintained?	Divide into 5 groups. Given dummy merchandise, arrange the merchandise on shelves in the simulated store so that the merchandise is at least 2 deep. Then role play a customer taking cans from the display and you, as stockperson, replacing the cans. Evaluation: Did student replace stock at the back and move back stock forward? Groups that placed displays in windows will dismantle displays. Using the check list on page 76 check your completion of the tasks indicated.
(253) Attitude that display merchandise not quickly returned to selling department usually increases inventory shortages.		Discuss effect on inventory if items in one display case in your simulated store were not counted in the inventory.

CHECK LIST FOR DISMANTLING DISPLAYS

DIRECTIONS: CHECK EACH ITEM. IF NOT APPROPRIATE, WRITE NA.

CHECK HERE IF COMPLETED

1. Undress mannequin or form.
2. Remove pins, tape, or other devices used on merchandise.
3. Fold or hang merchandise in the form in which it was received.
4. Replace accessory items in containers in which they came.
5. Remove background material and props unless requested to leave them in place.
6. Return all borrowed merchandise and obtain receipt for the return.
7. Vacuum the floor.
8. Clean the window glass.
9. Wipe off mannequins or forms and store.
10. Check the lights.

The packet of materials related to Human Relations includes individual and group learning experiences for first and second year students. Competencies deemed necessary for entry-level jobs were assigned to classroom and simulation activities for first year students and competencies considered necessary for career-level jobs were assigned to classroom and simulation activities for second year students.

Human relations competencies are in the Social Skills area. In the writer's opinion, emphasis should be put on human relations competencies throughout the year. Selected human relations competencies should be taught in relation to selling and to operations and management. A review of the classroom and simulation packets should be made before the teaching calendar for the year is scheduled. This advance planning will allow time for purchasing necessary instructional materials and for integrating the learning experiences in this packet with other competency areas. Tape recorders, earphones, and tapes will be needed.

The topics for Human Relations for first and second year students are listed below. Even though a topic may not be covered in a particular section, the list of topics is all-inclusive for the two years. A notation is made on the curriculum materials if a topic is not covered in that particular section, with reference to where the topic is covered. The reader will note that although the topic may be the same, the competencies in the second year are usually more complex. By design, some of the learning experiences are repeated.

Topical Outline - Human Relations Area

I. Working Conditions
II. Business Policies
III. Morale
IV. Self-Analysis
  A. Relationship with Others
  B. Good Grooming and Good Health
  C. Personality Traits
V. Interdependence of Groups
VI. Customer Relations
VII. Public Relations
VIII. Principles of Motivation

Instructional Materials Cited

Bodle, Yvonne G. and Joseph A. Corey. Laboratory Manual for Retail Selling. New York: McGraw-Hill Book Company, 1972.

_____. Retail Selling. New York: McGraw-Hill Book Company, 1972.

Case Studies, Set I & Set II. Columbus, Ohio: Distributive Education Curriculum Materials Laboratory, The Ohio State University, n.d.

Ernest, John A. and Richard D. Asmun. Student Activity Guide for Salesmanship Fundamentals. New York: McGraw-Hill Book Company, 1973.

Fisenrodt, Donald D. Psychology and Human Relations. New York: Gregg Division/McGraw-Hill Book Company, 1968.

Human Relations. Columbus, Ohio: Distributive Education Curriculum Materials Laboratory, The Ohio State University, n.d.

Human Relations Games. Columbus, Ohio: Distributive Education Curriculum Materials Laboratory, The Ohio State University, n.d.

Human Relations in Marketing. Richmond, Virginia: Distributive Education Service, State Department of Education, 1972.

Human Relations Learning Activity Packages. Columbus, Ohio: Distributive Education Interstate Curriculum Consortium, 1975.

Mullikin, Eleanor Wenty. Selling Fashion Apparel. Cincinnati, Ohio: South-Western Publishing Company, 1971.

Penney's Forum. New York: J.C. Penney Company, Spring/Summer, 1972.

Positive Mental Attitude [Pamphlet]. Columbus, Ohio: Distributive Education Curriculum Materials Laboratory, The Ohio State University, n.d.

Projects for use with Preparatory or Pre-employment D.E. Curriculums. Austin, Texas: Instructional Materials Laboratory, Distributive Education Department, Division of Extension, The University of Texas at Austin, 1969.

Reich, Edward, Leon Levy, and Robert Feldman. *Basic Retailing and Distribution*, Second Edition. New York: Putnam Publishing Corporation, 1972.

Richert, E. Henry, J.C. Stoner and Kay B. Brown. *Marketing Projects and Activities*. New York: McGraw-Hill Book Company, 1970.

Russon, Allien R. *Personality Development for Business*, Fourth Edition. Cincinnati, Ohio: South-Western Publishing Company, 1972.

Simon, Sidney B., Leland W. Howe, and Howard Kirschenbaum. *Values Clarification*. New York: Hart Publishing Company, Inc., 1972.

"Tongue Twisters," in *Pastimes*, Vol. I, No. 4, p. 6. New York: Pastimes Publications, Spring, 1972.

Word Puzzles for D.E. Columbus, Ohio: Distributive Education Curriculum Materials Laboratory, The Ohio State University, 1974.

You're Hired: Getting the Right Job for You. Austin, Texas: Instructional Materials Laboratory, Distributive Education Department, The University of Texas, 1972.

Salesperson - Department Store	Competency Area (Human Relations) Classroom I	
Competencies	Learning Activities	
I. Working Conditions	Individual	Group
(282) Skill in sponsoring new employees in the department or store.	LAP 58, A-1, p. 2. "Twelve Suggestions for New Workers," Problems and Projects for Retailing Principles and Practices, Richard A. Ashur, Edward T. Ferguson, #1, p. 44.	LAP 58, A-4, p. 3.
II. Business Policies		
(302) Develop the attitude that the store's personnel policies are established for the benefit of the store and the employee.	LAP 40, A-2, p. 3. "Policies and Store Image," Puzzle #14, Word Puzzles for D.E., Ohio Materials Lab.	
III. Morale		
(272) Knowledge of attitude which affect the proper business morale.	LAP 16, A-1, p. 2.	LAP 16, A-3, p. 2.
(274) Know that a positive attitude is usually reflected in one's work. (Also include in self-analysis section.)	LAP 17, A-1, p. 2. Part I Make the list of positive attitudes given to you by your learning manager and for each positive attitude find a word to describe the negative or opposite attitude. This can be done in small groups or individually. See list of positive and negative attitudes on the following page. Part II Using the list on the following page, design a "Turnabout Puzzle" that shows a positive attitude on one side and a negative attitude on the other. Select those attitudes which you feel you must personally work to improve. Projects from You're Hired, Topic 6, Activities #1, #2, #3, pp. 55, 57, 59-60. MAP - #5, Bronze - Make a list of personal characteristics which you would consider a successful businessman to possess.	LAP 17, A-3, p. 2. Create a bulletin board that displays all of the favorable characteristics of a good employee. MAP Project, Bronze #2. Case Problem on Attitudes - Projects for use with Preparatory or Pre-employment Distributive Education Curriculums. Texas pp. 33-36, #1-4.
IV. Self-Analysis		
(257) Knowledge of how to be orderly and systematic.	LAP 2, B-2, p. 6. Activity 3-3, "Let's Get Organized," p. 28, Marketing Projects and Activities.	LAP 2, A-4, p. 3. LAP 2, B-3, p. 5.
A. Relationships with Others		
(302) Ability to understand one's self.	LAP 1, A-2, p. 4.	LAP 1, A-3, p. 4.

INDIVIDUAL ACTIVITY

PART I

ALERT----------SLUGGISH

APATHETIC----------ENTHUSIASTIC

ARGUMENTATIVE-----AGREEABLE

CHARMING----------REPULSIVE

CHEERFUL----------GLUM

CONFUSED----------CLEAR-THINKING

CONCIDERATE-------SELFISH

CRUDE-------------POLISHED

CRUEL-------------AFFECTIONATE

DISTANT-----------FRIENDLY

EMOTIVE-----------CALM

EXCITABLE---------DULL

EXTRAVAGANT-------THRIFTY

FORGETFUL---------GOOD MEMORY

LOVELY------------SERIOUS

MATURE------------IMMATURE

MODEST------------DECEITFUL

NUMEROUS----------SMALL

INDUSTRIOUS-------LAZY

NOVEL-------------UNFAMILIAR

NURTURE-----------EXCLUDE

POOR--------------STABLE

PREOCCUPIED-------CLOSE-MINDED

PSYCHOTIC---------REALISTIC

RASH--------------CAUTIOUS

RELIABLE----------UNDEPENDABLE

RUDE--------------CRAFTSMAN

SARCASTIC---------COMPLIMENTARY

SINCERE-----------HYPOCRITICAL

TALKATIVE---------RESERVED

TRUSTING----------SUSPICIOUS

UNCONCERNED-------CAREFUL

UNSURE------------SELF-CONFIDENT

WORRYING----------UNCONCERNED

STRONG-WILLED-----SUGGESTIBLE

PLEASANT----------GRUMPY

Salesperson - Department Store	Competency Area (Human Relations) Classroom I	
Competencies	Learning Activities	
	Individual	Group
	LAP 1, S-1, p. 11.	LAP 1, S-4, p. 11.
	LAP 1, S-2, p. 11.	
[126] Skill in developing personality traits necessary for successful job performance.	LAP 6, S-1, p. 6.	LAP 6, S-4, p. 7. LAP 6, S-3, p. 6. LAP 6, S-4, p. 11.
	"Sales Training Assignments," Laboratory Manual Retail Selling, Duvle and Corey, 1971, pp. 34-37. Projects 1,2,3.	Rating Sheet - Personality - Rate each student on his personality. The coordinator and student will discuss the results. Psychology and Human Relations in Marketing, pp. 25-29.
	"Personality" - Its 20 Factors and How You Can Develop Them," Human Relations, Ohio State U.S. Metzenbaum Lab.	
[125] Skill in accepting criticism and turning it into a character-building element.	LAP 12, S-2, p. 2. LAP 12, S-1, p. 5.	LAP 12, S-3, p. 6.
[117] An awareness that understanding others and one's self is basic to working harmoniously together.	"Sales Problem," #1,2,3, Intra-version - Extroversion Self-Rating Scale, Submission - Dominance Test, Test of Self-Confidence, pp. 25-32. Salesmanship Fundamentals Student Activity Guide, McGraw-Hill.	
	"Personality Rating Scale," pp. 25-26. Salesmanship Fundamentals Student Activity Guide, McGraw-Hill.	
8. Good Grooming and Good Health		
[151] Knowledge of how to dress appropriately for the job and maintain a well-groomed appearance.	LAP 2, S-1, p. 2.	LAP 2, S-2, p. 2.
	LAP 2, S-1, p. 6.	LAP 2, S-4, p. 9.
	"Plan Your Business Wardrobe," Project 2-1, Marketing Projects and Activities, E. Henry Kitchen, D.E. Studies, Ray B. Ernst, McGraw-Hill, 1970.	"Business Dress Day" - Come to school dressed in appropriate business attire. Evaluate your own grooming and critique your appearance using the evaluation three-way mirror. Critique each other in small groups to help those individuals who need improvement in certain areas. With this activity the self-rating form, "My Personal Inventory," Selling Fashion Apparel, can be used in the evaluation of the students. Instruction, pp. 105-110.
[113] An awareness that good personal appearance helps create effective customer relations.	LAP 17, S-2, p. 2.	LAP 17, S-4, p. 5.
	"Improving Your Appearance," Projects #1-5, Laboratory Manual for Retail Selling, Wanda Duvle and Joseph F. Corey, McGraw-Hill, 1971, pp. 25-31.	

Salesperson - Department Store	Competency Area: Human Relations/Classroom I	
Competencies	Learning Activities	
	Individual	Group
	"Ten Peeves About Grooming," Marketing Projects and Activities, Activity 144, p. 31.	Strategy Number 64, "Clothes and Values," Values Clarification, pp. 233-234.
(105) Skill in maintaining good health for effective job performance.	LAP 4, A-2, p. 2. "A Good Basic Diet for Young Workers," Projects for Use with Preparation of Pre-Employment Curriculum, Texas, p. 36.	LAP 4, A-4, p. 2. "Employee Relations," Case Studies, Items #39, #39, #41, #42.
C. Personality Traits		
(201) Skill in adjusting to change.	LAP 15, A-2, p. 2.	LAP 15, A-1, p. 2. Case Study - Va. Human Relations Unit, p. 61. Strategy Number 47, "Personal Cost of Ads" and Strategy Number 33, "I Learned Statements," Values Clarification, pp. 178-182 and 163-167.
(202) Process an awareness that an employee must be willing to accept and adjust to change.		LAP 15, A-2, p. 2.
(206) Skill in demonstrating initiative and creativity.	LAP 11, A-2, p. 2. Describe and draw (or use cut-out pictures) a bulletin board which shows how a person can show initiative on a job. Select just one of the ways or project numerous means of showing initiative and creativity. Select 3 classmates who will decide which bulletin board should be displayed.	LAP 11, A-2, p. 2. Create a bulletin board that shows all of the different ways that a salesman could show initiative and creativity. For example, how to display, different stocking methods, new methods of meeting customers, are all means of showing initiative. Be creative in selecting the materials that are to be used to create the bulletin board.
(301) Skill in generating enthusiast toward people.	LAP 2, A-1, p. 2. Write a one minute speech on the importance of enthusiasm in SELF. Each speech will be taped and played back to the class. Students will rate each class member on their enthusiasm during the speech.	LAP 2, A-4, p. 2.
(307) Develop the attitude that honesty and integrity are personality traits necessary in job situations such as record-keeping. (Dishonesty are cited reasons in addition to jobs that require working with money.	LAP 5, A-1, p. 2. "The Is Money," Activity #2, Part I, Chapter 5, Laboratory Manual for Retail Selling. ASP - #1, Source - Contact an employer for a list of desirable attributes looked for in an employee.	LAP 5, A-2, p. 2. LAP 5, A-4 (File).
(311) Process an awareness of the necessity to perform tasks in addition to one's job responsibilities.		LAP 5, A-2, p. 2.

Salesperson - Department Store	Competency Area (Human Relations) Classroom I	
Competencies	Learning Activities	
	Individual	Group
	Part II Look at job tasks in your occupational area to explore those tasks which are major and those which are related. Compare your personal tasks with those tasks discussed in the interview with a person in your area of occupational interest.	In a small group, compare and discuss the major and related job tasks with other jobs in different categories of business.
K. Interdependence of Groups		
(265) How to recognize the accomplishments of others.	LAP III, A-1, p. 2.	LAP III, A-4, p. 2. Brainstorm ways in which a salesperson could recognize the accomplishments of others.
(266) Skill in working cooperatively with fellow employees, supervisors and management and being aware of their needs and motivations.	LAP III, A-1, p. 2. Two students are seated back to back and not able to see each other. Using certain cutouts of forms, one student builds a design and describes it to the other student. The student must follow the directions of the design as best he can and try to draw the same design. I.E. Projects Packets, Form Letters, Title, "Fundamentals of H.R.," #1-2. To gain a better understanding of those you work with in the sales/service store, complete the activity, Strategy Number 36, "Pages for an Autobiography," pp. 236-241.	LAP III, A-2, p. 2. This is a "Getting to Know You" Activity. Divide into groups of two. Discuss personal facts about each other for about ten minutes. Now, divide into groups of 4 and relate to each other personal likes, dislikes, hobbies, accomplishments or anything else about yourself (15 minutes). Following this small group discussion, arrange the chairs in a circle. Each member of the group then tells the entire class one thing about each member of his group.
(267) Develop the attitude that merit to job performance, human relations is an employee's greatest responsibility.	LAP IV, A-1, p. 2. "Human Relations Can Hinder Your Career," p. 24, Ms. Smith, Human Relations in Marketing.	LAP IV, A-2, p. 2. Hollywood Squares - Each student will submit 3 true or false questions that pertain to human relations. After the questions have been turned, a moderator will be selected and the game will be played according to TV rules.
(268) Develop the attitude that the worker's satisfactory job performance includes not only what he does, but also how he influences other people, whether good or bad.	LAP IV, A-2, p. 2. Take the "Tactful Word or Phrase Test," Ms. Stark Smith, Human Relations in Marketing, p. 76. "How Are We Being Influenced" Human Forum, Spring/Summer, 1975, p. 22.	LAP IV, A-2, p. 2.
M. Customer Relations		
(269) Knowledge of the ways to effectively handle difficult customers.	LAP IV, A-1, p. 2.	"How to Handle Difficult Customers," Marketing Projects and Activities, Richert, Stone and Brown, Activity A-1, p. 40.

Jeleuverson - Department Store	Competency Area (Human Relations) Classroom I	
Competencies	Learning Activities	
	Individual	Group
[28K] Skill in maintaining an objective point of view in problem situations.	LAP 22, A-1, p. 2. "Sales Training Assignments," Laboratory Manual for Retail Selling, Chapter 17, pp. 85-86.	LAP 22, A-4, p. 2.
[29A] Skill in exercising self-control during trying situations.	"Working With People," #2, Psychology and Human Relations in Marketing, Alsendt, p. 25.	LAP 11, A-2, p. 2.
[28E] Skill in adapting to the personality and needs of customers.	LAP 25, A-2, p. 2. Does somebody "bug" you - your roommate, boyfriend, girlfriend, parents, brother, sister, co-worker, classmate? See if you can change their behavior. Be kind and compliment them for appropriate behavior. Ignore the behavior that annoys you. a) Describe in detail the situation you wish to improve. b) Formulate in detail your plan to increase praise and decrease criticism. Using "I" as a symbol each time you criticize, record your campaign on a calendar for a week. c) Record the results.	LAP 25, A-3, p. 2.
XII. Public Relations		
[28T] Skill in representing the business favorably to customers and outside business associates.		LAP 30, A-4, p. 3. Buzz-group - Divide into groups of 3-4. Each group will create a list of items that project a bad image of a store in the eyes of customers and business associates. Compare the lists and provide solutions to the various problems.
[28S] Skill in avoiding misrepresentation of people, products and policies.	LAP 24, A-2, p. 2. Search through newspapers and magazines and select two articles concerning problems that have occurred when a product does not measure up to standards, a salesman has misrepresented the company, or the firm is in conflict with a customer over merchandise. Write a short review of each article (content of the article), your opinion of the content, and how you can apply what you have learned.	LAP 24, A-3, p. 2.
XIII. Principles of Motivation		
[28K] A recognition of the need for joining and participating in meetings and activities which will improve personal and professional development.	LAP 16, A-1, p. 2.	

Salesperson - Department Store	Competency Area (Human Relations) Classroom I	
Competencies	Learning Activities	
	Individual	Group
[269] How to build sound working relationships in "forced" associations.	LAP 19, A-1, p. 2.	LAP 19, A-1, p. 2.
[281] Skill in developing and maintaining harmonious relationships with other employees.	Case Problems - "Working with People," Psychology and Human Relations in Marketing, #7, p. 97. "Employee Relations" - from Ohio Distributive Education Materials Laboratory - Cases which are put on a cassette and students use them at a designated time. Ohio State. Cases #1, #2, #3, #5, #7, #10, #11, #13, #14, #15, #16, #17, #25.	Game - "The Moon Survival Game," Human Relations Games. Ohio State Buzz groups - (Directions p. 78), Human Relations in Marketing, "Doris Daniels: An Unloved Co-worker," pp. 80-82. Case problem - Virginia Unit - Human Relations in Marketing, "Co-worker Conflict Concerning a Customer," p. 79. "How do you Rate as a Co-worker" Va. Unit, Human Relations in Marketing and "List for Unloved," pp. 75-76.
[268] How to show interest in others.	LAP 7, A-1, p. 2. Students will select a song that they feel is very special to them. They will bring the record to class and play their song for the rest of the group. If there is a class problem, students can just write the lyrics of a song and then write a short paragraph explaining why they have selected this song. They can explain their feelings of this song to a classmate.	
[266] How to develop and maintain a pleasant working environment.	LAP 35, A-1, p. 2.	LAP 35, A-1, p. 2. Game - "The Five Square Game," III-1, Human Relations Games. Ohio.

Salesperson - Department Store	Competency Area (Human Relations) Simulation I	
Competencies	Learning Activities	
I. Working Conditions	Individual	Group
[20C] Skill in sponsoring new employees in the department or store.	You have been asked to show a new employee around the store. As you are walking back to the department what questions can you ask the employee to help him feel more at ease? What questions can you ask to show interest in the new employee and get to know him better? This situation can also be role-played. Role play: You are employed in the _____ department of Wright's Department Store. You have been working for over a year and you are very successful at your job. The manager has asked you to orient new employees in the department. First, compose a training outline for a new employee and then, role play a situation where a new employee is shown the individual department functions. Stockperson: Show a new employee how to rotate stock in a department. Be sure that he/she understands how to read all of the information on a sales ticket. Control Area: A new person in your department does not understand how to complete a credit check on a customer. It is your responsibility to explain this function to your newest employee. What steps would you take?	You have been employed at a certain department store for approximately four months. A new employee has just come into your department. How would you answer the following questions: Where do I hang my coat? Where do I keep my pocketbook? What do I do with a package which I get on my lunch hour? When and where do I get paid? How will I get my pay, cash or check?
II. Business Policies		
[20F] Develop the attitude that the store's personnel policies are established for the benefit of the store and the employee.	Interview a store personnel manager about the policies for this employee. Find out the reasons behind the policies. Be sure to ask about salesperson's hours, rest periods, dress regulations, parking for employee, discount benefits, employee entrance and anything else you feel might apply.	UP #2, A-1, p. 3. Management and Merchandising Area: Your department should discuss what personnel policies need to be established to keep the department running smoothly. These recommendations should then be presented to the management people. The management group should consider all recommendations and decide which should be incorporated for store personnel policies and those which apply just to individual departments.

Salesperson - Department Store	Competency Area (Human Relations) Simulation I	
Competencies	Learning Activities	
III. Morale	Individual	Group
[272] Knowledge of attitudes which affect the proper business morale.		In your department, discuss what attitudes must be portrayed to display a proper business morale. Each employee should contribute a way that this morale can be upheld.
[274] Know that a positive attitude is usually reflected in one's work. (Also include in self-analysis section.)		Take information from pamphlet Positive Mental Attitude by F.M. Townsend, Zeis Printing Publication. Listen to tape and take notes. Divide into groups of 3-4. Discuss the tape and decide on important facts. Following this discussion, each department will design a poster on positive mental attitude which would be appropriate to place in the employee lounge.
	There are many things that can occur each day in your department that can cause your attitude to turn negative. Make a list of occurrences that have happened to you in your simulated store and what positive things you have done to combat a bad attitude. If you have not previously corrected your attitude, what action could you take during these trying experiences.	
IV. Self- Analysis		
[287] Knowledge of how to be orderly and systematic.	LAP I, A-1, p. 2. LAP I, B-1, p. 5.	
	In your department in the simulated store, set up your own system for being orderly and systematic. Include in your system how you would handle your selling record each day, commission record, sales quota record, time schedule, stock retrieval and return, dressing room procedure and any other duty related to your job.	
A. Relationships with Others		
[286] Skill in developing personality traits necessary for successful job performance.	LAP 6, C-1, p. 10.	
	Observe a successful employee in the area of your occupational interest. What qualities does that employee possess that makes him/her so successful in the job? How do you compare to that person? What can you do to build your success? What aspects of your personality do you need to work on?	Conduct a survey in your simulated store and ask people who visit your facilities to write the ten most important personality traits that an employee in the various departments must possess. Tabulate the results. Each student in the simulated store must be made aware of the results from this study.
[295] Skill in accepting criticism and turning it into a character-building element.	You have a terrible attitude about being scheduled to work during the evening hours. You don't mind working one night every week but your schedule always shows three or four nights every week. You complain constantly to everyone	

Salesperson - Department Store	Competency Area (Human Relations Simulation I	
Competencies	Learning Activities	
	Individual	School
	but the manager. Finally, the manager explains to you why you work evenings. Since you are a new employee, he explains that you must take your turn for evening shifts until you gain some seniority. He also tells you how unprofessional you have been by complaining to co-workers instead of approaching him. What can you do with the knowledge and criticism your employer has given you?	
(313) An awareness that understanding others and one's self is basic to working harmoniously together	A customer enters your department and needs help in buying a gift item. The customer emphasizes that it is very important that the gift be very special. The customer seems to be confused and very excitable. How would you handle this situation?	
B. Good Grooming and Good Health		
(314) Knowledge of how to dress appropriately for the job and maintain a well-groomed appearance.	Observe salespeople or persons in your area of occupational interest and write a brief description and justification of why they dress as they do. What are your feelings on appropriate dress for work in your area?	
(315) An awareness that good personal appearance helps create effective customer impressions.		Take a small survey of classmates and enter your tabulated score to find out their opinions regarding appropriate dress. What things about dress do they find to be displeasing or distasteful? How will this survey influence your opinion? What will be done with the results?
(316) Skill in maintaining good health for effective job performance.	Plan a complete health schedule for a week that includes a proper diet, rest, exercise, recreation and sports. Explain how the plan can meet your social standing, appearance, vigor, energy, popularity and mental alertness for both your personal and business life.	
C. Personality Traits		
(317) Skill in adjusting to change.	Write a new dress code for your graduated store or high school. Using your new dress code as the conversation topic, write a skit which deals with two students or employees discussing the new dress rules. Be sure to include how the two students or employees feel about the change. Also, try to bring out the importance and necessity of a dress code.	

Salesperson - Department Store	Competency Area: Human Relations/ Simulation 1	
Competencies	Learning Activities	
	Individual	Group
	As an employee you work with to very confused with the systems and procedures associated with his job. You remember the confusion and frustration you felt as a new employee. Practice exactly and describe the feelings you had as a new employee to your newest recruit. Role play this situation.	
(318) Process an awareness that an employee must be willing to accept and adjust to change.		You are a new employee and have just learned how to use the cash register. The training was very difficult for you but you now have the technique mastered. Your supervisor just tells you that at the end of the week, the department will be receiving new cash register computers. You and a co-worker discuss your feelings.
(336) Skill in demonstrating initiative and creativity.		Set up a suggestion box in your simulated store. Ask your clientele to make suggestions to improve your store or individual department. Set up a committee to evaluate each suggestion and decide on some action. Suggest some new system or design that will help your department to be more appealing to the public.
(303) Skill in generating enthusiasm toward people.		BCA Sales Project - Setting an goal for a specific goal and having the club work together towards this goal will generate enthusiasm in all club members. After the project is completed, rate each person in the club on their enthusiasm and vote on the most enthusiastic person.
(317) Process an awareness of the necessity to perform tasks in addition to one's job responsibilities.	Interview an employee of a business which is in your area of occupational interest and find out what procedures are used in his/her place of employment in regards to record-keeping, time-keeping and stock-keeping. How does this business promote honesty and integrity? LEP 5, A-1, p. 2. Interview a salesperson or person in your chosen occupational field to find out what other duties he/she is responsible for at his/her place of employment. Make a list of the extra duties.	
4. Interdependence of Groups		
(351) How to recognize the accomplishments of others.	"Rating Scale for Salespeople," Laboratory Manual for Retail Selling, Duties and Tasks, Part C, Chapter 7, #4, p. 15.	Role play the situations on the following page.

ROLE PLAYING - "HOW TO RECOGNIZE THE ACCOMPLISHMENTS OF OTHERS (SKE)"

Mary Jones, a salesperson in the shoe department, has just completed a shadow-box display of new fall shoes. In the display she has included coordinated accessories (bag, scarf, jewelry). She is standing near the display when you complete a sale with your customer. Write a statement that you might make to recognize the good work Mary has done. Select someone to role play this situation with you.

John Simmons, a produce clerk, has just washed the aisle tables on which fresh fruit is stocked and has arranged the fruit in a pleasing way. You are a grocery clerk in the adjoining section of the store. Write what you might say to John to let him know you recognize the special effort he has made to keep his department clean and his stock neatly arranged. Select someone to role play with you for your response.

Joe Brown, a service station attendant, noticed a break in the fan belt while he was checking the oil in a customer's car. You, as a service station attendant, were servicing another customer's car on the opposite side of the island and heard Joe tell his customer about the fan belt. Write what you might say to Joe to let him know you recognize the fact that he may have saved his customer a large repair bill. Select someone to role play with you for your response.

Sarah Jones is a cashier at a large discount store. You are a cashier at the counter next to Sarah's. Even though you were busy with your own customers, you observed that Sarah had handled a very difficult customer with tact and friendliness and that Sarah's customer had left the store in what seemed to be a good frame of mind. Select someone to role play this situation and give your remarks to Sarah concerning this incident.

Salesperson - Department Store	Competency Area (Human Relations) Simulation I	
Competencies	Learning Activities	
	Individual	Group
[283] Skill in working cooperatively with fellow employees, supervisors and management and being aware of their needs and motivations.	Select an employee in your department and find different ways that you can work more closely and cooperatively with that individual. Keep a daily record of ways that you have found to be more cooperative with each other. What effects have your efforts had on you personally and your department?	
[309] Develop the attitude that next to job performance, human relations is an employee's greatest responsibility.	In your department, discuss with your fellow co-workers those phases of your job which require constant human relations skills.	
[310] Develop the attitude that the worker's satisfactory job performance includes not only what he does, but also how he influences other people, whether good or bad.	Make a list of the people you can influence through your job and give some examples as to how you accomplish your objectives by this influence.	
C. Customer Relations		
[282] Knowledge of the ways to effectively handle difficult customers.		JAP EE, A-1, p. 2. Describe a recent difficult situation with a customer to a fellow co-worker. Explain how you handled the situation and what steps you took to control the situation.
[294] Skill in maintaining an objective point of view in problem situations.	There are so many people crowding into your department during a "sale" and the salespeople seem to be cluttered around the cash register. The salespeople are not using the wrapping counter properly and are piling the merchandise that customers did not take onto this area. Everyone is busy and tempers could easily flare. Therefore, this situation must be handled delicately. What would you do to help alleviate the confusion at the check out point?	
[294] Skill in exercising self-control during trying situations.	It has been just "one of those days" where everyone is in a bad mood and you cannot seem to do anything right. A customer talks to you and begins to verbally abuse you because the blouse she purchased from you did not wash well and she dye ran together. You are very angry and embarrassed by this public confrontation. How will you handle the customer?	

Salesperson - Department Store	Competency Area (Human Relations) Simulation I	
Competencies	Learning Activities	
	Individual	Group
(208) Skill in adapting to the personality and needs of customers.	Select five customers that you have waited on in the past two days. Describe the different personality of these people. What type of customer do you think is the most challenging to satisfy? What qualities do you feel you must possess to be able to meet the needs of different customers?	
VII. Public Relations		
(207) Skill in representing the business favorably to customers and outside business associates.	LAP 30, A-1, p. 1. Depict the general image projected to one upon first entering a business of your choice as well as any other impressions experienced on repeat visits. As you visit other stores, mentally compare their store image with the store you have selected. Report after one week's observation. Consider the following as you write your report: 1) Does the firm reflect the character of the store? 2) Attractiveness of the display areas. 3) Is the store kept clean and attractive? 4) Is the merchandise neat and properly stocked? 5) The type of personnel employed.	
(206) Skill in avoiding misrepresentation of people, products and policies.		Solve the problems in the situations on the following page.
VIII. Principles of Motivation		
(204) A recognition of the need for joining and participating in meetings and activities which will improve personal and professional development.	LAP 18, A-1, p. 1. After seeking approval of a store manager in your community, attend a store meeting and write a brief report on the action that occurred.	LAP 18, A-4, p. 1.
(201) How to build sound working relationships in "human" associations.	In your simulated store, the area you have been assigned to for this particular grading session is not your favorite subject or area. What can you do to make your work a positive experience during this time? Talk to your coordinator or department manager so that they can make this time rewarding and worthwhile by helping you to understand the purposes and functions of this department. Express your feelings and plan for involvement with these people.	

PROBLEMS

"SKILL IN AVOIDING MISREPRESENTATIONS OF PEOPLE, PRODUCTS AND POLICIES. (299)"

Susie Wright is a salesperson in the sportswear department. She sold a pants suit that had to be altered. The customer said she needed the suit within a week because she wanted to take it with her on a vacation trip. The alteration lady said that she could complete the alteration by the following Wednesday, the day before the customer was to leave town. Susie promised that it would be delivered that day. Susie failed to check the delivery schedule and learned later that deliveries were made in the customer's section of town only on Tuesdays and Thursdays. What should Susie do?

Jack Ward was a new clerk in the produce department. Jim Watson, who was also a produce clerk, told Jack to always add some extra beans, grapes, potatoes, etc., to the amount the customer requested so as to be sure to treat the customer right. If beans were 25¢ a pound, grapes 45¢ a pound and potatoes 15¢ a pound, and Jack added an average of 1/4 of a pound of these three items for 4 customers, how much of the firm's money would he give away?

Jim Addison is a stock clerk. While he was putting a new order of perfume on the shelf he accidentally dropped a bottle. He picked up the broken pieces, wiped off the shelf and swept the rug to be sure no broken glass was left. He did not report the accidental breakage to the head of the cosmetic department. What procedure should Jim have followed? Why?

Salesperson - Department Store	Competency Area (Human Relations) Simulation I	
Competencies	Learning Activities	
	Individual	Group
(281) Skill in developing and maintaining harmonious relationships with other employees.	LAP 21, A-1, p. 2. Deliberately choose the most difficult person you know and begin a campaign to improve your relationship with him or her. Once a week write the extent of progress you have made. Date each progress report. Personality Development for Business, Russon, p. 43.	LAP 21, A-4, p. 3.
(298) How to show interest in others.		LAP 7, A-4, p. 3.
(296) How to develop and maintain a pleasant working environment.		Think of a problem you are having in the simulated store. Randomly select someone in your department with whom you will discuss this problem. Each of you should discuss a different kind of problem to the other. Following these discussions, decide how helpful and how much interest the other person showed during the discussion of your problem.

Ass't Buyer - Department Store	Competency Area (Human Relations) Classroom II	
Competencies	Learning Activities	
	Individual	Group
I. Working Conditions	Not covered in Classroom II. See Classroom I.	
II. Business Policies	Not covered in Classroom II. See Classroom I.	
III. Morale	Not covered in Classroom II. See Classroom I.	
IV. Self-Analysis		
(267) Knowledge of how to be orderly and systematic.	LAP 2, B-2, p. 5. Activity 3-3, "Let's Get Organized," p. 28, Marketing Projects and Activities.	
A. Relationships with Others		
(302) Ability to understand one's self.	LAP 1, A-2, p. 4. LAP 1, B-1, p. 13.	LAP 1, A-3, p. 4. LAP 1, B-4, p. 13.
(286) Skill in developing personality traits necessary for successful job performance.		Rating Sheet - Personality - Rate each student on his personality. The coordinator and student will discuss the results. Psychology and Human Relations in Marketing, pp. 28-29.
(313) An awareness that understanding others and one's self is basic to working harmoniously together.	"Personality Rating Scale," pp. 25-26, Salesmanship Fundamentals Student Activity Guide, McGraw-Hill.	
B. Good Grooming and Good Health		
(263) Knowledge of how to dress appropriately for the job and maintain a well-groomed appearance.	"Improving Your Appearance," Projects #1-5, Laboratory Manual for Retail Selling, Yvonne Bozile and Joseph A. Corey, McGraw-Hill, 1972, pp. 29-31. "Pet Peeves About Grooming," Marketing Projects and Activities, Activity 3-4, p. 30.	"Business Dress Day" - Come to school dressed in appropriate business attire. Evaluate your own grooming and critique your appearance using the available three-way mirror. Critique each other in small groups to help those individuals who need improvement in certain areas. With this activity the self-rating form, "My Personal Inventory," Selling Fashion Apparel, can be used in the evaluation of the students. South-western, pp. 109-110.
(285) Skill in maintaining good health for effective job performance.		"Employee Relations," Case Studies, Ohio #19, #20, #21, #22.
C. Personality Traits		
(301) Skill in adjusting to change.		Case Study - Va. Human Relations Unit, p. 80.
(296) Skill in demonstrating initiative and creativity.	LAP 10, A-3, p. 2.	

Ass't Buyer - Department Store	Competency Area (Human Relations) Classroom II	
Competencies	Learning Activities	
	Individual	Group
(303) Skill in generating enthusiasm toward people.	Listen to a tape made from an interview with an employee who is very enthusiastic about his work. Discuss the employee's answers, attitudes and enthusiasm with your teacher or a fellow student.	
(312) Develop the attitude that honesty and integrity are personality traits necessary in job situations such as record-keeping, time-keeping and stock-keeping in addition to jobs that require working with money.		"Retail Case Study," p. 373 - Retail Selling, Bodle and Corey. (Employee discovers friend shoplifting.)
(317) Possess an awareness of the necessity to perform tasks in addition to one's job responsibilities.	Look at job tasks in your occupational area to explore those tasks which are major and those which are related. Compare your personal tasks with those tasks discussed in the interview with a person in your area of occupational interest.	Form into groups according to occupational interests. Review the related tasks in your training plan.
V. Interdependence of Groups		
(266) How to recognize the accomplishments of others.	LAP 63, A-1, p. 2.	LAP 63, A-4, p. 2.
(283) Skill in working cooperatively with fellow employees, supervisors and management and being aware of their needs and motivations.	Two students are seated back to back and not able to see each other. Using certain cutouts of forms, one student builds a design and describes it to the other student. The student must follow the directions of the design as best he can and try to draw the same design. D.E. Project Packets, Fort Collins, Colo., "Fundamentals of H.R.," #0-3.	This is a "Getting to Know You" Activity. Divide into groups of twos. Discuss personal facts about each other for about ten minutes. Now, divide into groups of 4 and relate to each other personal likes, dislikes, hobbies, accomplishments or anything else about yourself (15 minutes). Following this small group discussion, arrange the chairs in a circle. Each member of the group then tells the entire class one thing about each member of his group.
(309) Develop the attitude that next to job performance, human relations is an employee's greatest responsibility.	"Human Relations can Hinder Your Career," p. 24, Va. Unit, Human Relations in Marketing.	Hollywood Squares - Each student will submit 3 true or false questions that pertain to human relations. After the questions have been sorted, a moderator will be selected and the game will be played according to TV rules.
(310) Develop the attitude that the worker's satisfactory job performance includes not only what he does, but also how he influences other people, whether good or bad.	"How are We Being Influenced?" Penney's Forum, Spring/Summer, 1973, p. 12.	

Ass't Buyer - Department Store	Competency Area (Human Relations) Classroom II	
Competencies	Learning Activities	
VI. Customer Relations	Individual	Group
(280) Knowledge of the ways to effectively handle difficult customers.		"How to Handle Difficult Customers," Marketing Projects and Activities, Richert, Stone and Brown, Activity 4-5, p. 43.
(284) Skill in maintaining an objective point of view in problem situations.	"Sales Training Assignments," Laboratory Manual for Retail Selling, Chapter 17, pp. 85-88.	
(294) Skill in exercising self-control during trying situations.		Role Play - "Human Relations in Selling." Tape the dialogue. Discuss the questions in the text. Student Activity Guide for Salesmanship Fundamentals, McGraw-Hill, p. 81.
(288) Skill in adapting to the personality and needs of customers.	LAP 29, A-3, p. 2.	
VII. Public Relations		
(287) Skill in representing the business favorable to customers and outside business associates.	As a second year student, what things can you personally do in the community to promote the D.E. program to the public. How can you explain to the public what the simulated store is and how it functions?	
(289) Skill in avoiding misrepresentation of people, products and policies.		Select a product in the area of your occupational interest. How is this product misrepresented to the public? What could be changed to make the advertising more appropriate?
VIII. Principles of Motivation		
(334) A recognition of the need for joining and participating in meetings and activities which will improve personal and professional development.	"Participating as an Employee," Project #7, p. 99. Psychology and Human Relations in Marketing.	
(269) How to build sound working relationships in "forced" associations.	You are in a class at school where you feel uncomfortable around the teacher but you cannot drop the class nor can you change to a different section. You are not sure whether the teacher dislikes you or you have done something to annoy him. Make a list of the things you should do to bring about a working relationship with this teacher. Discuss your approach to this situation with your coordinator.	
(281) Skill in developing and maintaining harmonious relationships with other employees.	"Employee Relations" - from Ohio Distributive Education Materials Laboratory - Cases which are put on a cassette and students use them at a designated time. Ohio State. Cases #1, #2, #3, #5, #7, #10, #11, #13, #14, #15, #16, #17, #25.	"How Do You Rate As A Co-Worker?" Wa. Unit, Human Relations in Marketing and "List for Unloved," pp. 75-76.

Ass't Buyer - Department Store	Competency Area (Human Relations) Classroom II	
Competencies	Learning Activities	
	Individual	Group
(264) How to show interest in others.		During the first few weeks of school, new D.E. students need to be oriented to the procedures of the program and of DECA. Set up a system where each second year student is assigned to greet and introduce a first year student to all phases of D.E. Be sincere in your efforts to help this new D.E. student.
(266) How to develop and maintain a pleasant working environment.		Game - "The Five Square Game," III, 1, Human Relations Games, Ohio.

Ass't Buyer - Department Store	Competency Area (Human Relations) Simulation II	
Competencies	Learning Activities	
	Individual	Group
I. Working Conditions		
(282) Skill in sponsoring new employees in the department or store.	Role Play: You are now employed in the _____ department of Wright's Department Store. You have been working for over a year and you are very successful on your job. The manager has asked you to orient new employees in the department. First, compose a training outline for a new employee and then role play a situation where a new employee is shown the individual department functions. Explain the stock control system to a new employee. Be sure to include an explanation of why the stock is arranged as it is (e.g. aid in selling and ease of replenishment).	At your level of operation in your simulated store you need to develop a system that will help orient new employees into your department. Devise different means that will help new employees to feel more positive during their first few days on the job. Create a handbook for your new employees.
II. Business Policies		
(308) Develop the attitude that the store's personnel policies are established for the benefit of the store and the employee.		Review employee handbooks from at least 3 different stores. Develop a personnel handbook for a store that includes all of the information that a new employee would need to know. Write and design a policy handbook or just make a detailed outline of what will be included in your handbook for the entire store. Management Area: Conduct a store meeting in your department and discuss the policies of the store and why they are important. This meeting should be a discussion between management and the employees concerning these policies.
III. Morale		
(272) Knowledge of attitudes which affect the proper business morale.	Role play a situation where an employee displays a negative attitude that effects the business morale of your department. This situation can be one that you have observed in a store or one that is an offspring of something that has occurred in your department. Be sure to show how this negative attitude affects other employees and the complete business operation of the department.	

Ass't Buyer - Department Store	Competency Area (Human Relations) Simulation II	
Competencies	Learning Activities	
	Individual	Group
(274) Know that a positive attitude is usually reflected in one's work. (Also included in self-analysis section.)	As the manager of your particular department, what things can you do to create and keep a positive attitude within your department? Make a list of the ways you can achieve success in this through your work with your employees.	
IV. Self-Analysis		
(267) Knowledge of how to be orderly and systematic.	LAP 2, A-2, p. 2. LAP 2, B-1, p. 5.	In a meeting with your entire department, decide how your area would go about setting up some system of order within your department. What input did you receive from other employees? How will you use this information? What is your final analysis of a means to provide your department, area, or complete store with orderly and systematic procedures?
A. Relationships with Others		
(286) Skill in developing personality traits necessary for successful job performance.	MAP - #1, Silver - Design and conduct an opinion survey on traits people most desire in a salesperson.	
(295) Skill in accepting criticism and turning it into a character-building element.	Through the grapevine, you hear that employees in your department are very upset with your managerial skills. They complain that you are rude and are very impersonal. They seem to feel that you give the impression that you only care about profits and not people. What can you do to correct this situation and alleviate department unrest?	
(313) An awareness that understanding others and one's self is basic to working harmoniously together.		As manager of your special department you find there is some bickering between your employees. You decide to hold a department meeting to try and smooth out areas that are causing problems. Find out the real sources of problems in your department. Conduct a department meeting to iron out any problems that presently exist in the department. Be sure to emphasize the importance of working together rather than seperately.
B. Good Grooming and Good Health		
(263) Knowledge of how to dress appropriately for the job and maintain a well-groomed appearance.	MAP #4, Gold - Develop and present a skit regarding proper grooming for business.	
(285) Skill in maintaining good health for effective job performance.		Present a skit for your department that emphesizes the importance of health to your job.

Ass't Buyer - Department Store	Competency Area (Human Relations) Simulation II	
Competencies	Learning Activities	
C. Personality Traits	Individual	Group
(301) Skill in adjusting to change.	You have been working as a salesperson in the ____ department for about six months. The manager and your supervisor are impressed with your work and have decided to make you part of the flying squad team. Your versatility was one reason they decided to make such a move. You, however, do not like the move even though you have received a raise in salary. What action will you take to insure that this promotion is a positive experience?	A customer that you are waiting on is probably the most trying person you have ever met. The sales presentation becomes increasingly difficult with every minute. Role play this or any difficult situation which has occurred in your simulated store. Be in touch with your emotions while this situation is occurring. Following the incident, describe what feelings you were having towards this person and what you did to control your emotions.
(316) Possess an awareness that an employee must be willing to accept and adjust to change.		The field you work in is constantly changing and your department must also be changing in procedures, lay-out, and design. Every time you have to make a departmental change you want to create as little confusion as possible. What new change is presently occurring in your department? How can you best prepare your staff for this change? Outline the steps or procedures you will use to orient your people to the change.
(296) Skill in demonstrating initiative and creativity.		As a group, analyze your department and its various functions. In the simulated store, look for new ideas that would help any of the areas to make their operation run more smoothly or be more appealing to the public. Decide as a group, what changes should be made and how you will go about implementing these changes.
(303) Skill in generating enthusiasm toward people.		DECA Sales Project - Selling an item for a specific goal and having the club work together towards this goal will generate enthusiasm in all club members. After the project is completed, rate each person in the club on their enthusiasm and vote on the most enthusiastic person. In all areas of your simulated stores, enthusiasm seems to be at a low level. As a group devise ways to put more enthusiasm into all operations of your department or into your entire store. Think in terms of customers as well as store functions.
(312) Develop the attitude that honesty and integrity are personality traits necessary in job situations such as record-keeping, time-keeping, and stock-keeping in addition to jobs that require working with money.		As a group discuss and decide what methods would be best incorporated into the functions of your simulated store. What systems of check and balance will be used to insure that the system is working properly? How can the procedures used in your simulated store help to guarantee honesty and integrity among employees?

Ass't Buyer - Department Store	Competency Area (Human Relations) Simulation II	
Competencies	Learning Activities	
	Individual	Group
(317) Possess an awareness of the necessity to perform tasks in addition to one's job responsibilities.	Interview a salesperson or person in your chosen occupational field to find out what other duties he/she is responsible for at his/her place of employment. Make a list of the extra duties.	
V. Interdependence of Groups		
(265) How to recognize the accomplishments of others.	"Rating Scale for Salespeople," Laboratory Manual for Retail Selling, Bodle and Corey, Part 2, Chapter 7, #4, p. 36. In your department or area of the simulated store, many employees are constantly completing activities that help to improve the operation of your department. Make a mental list of all those accomplishments and comment to your fellow workers on their good work. What kinds of reactions did you receive from your co-workers? How did you feel about the compliments you gave?	
(283) Skill in working cooperatively with fellow employees, supervisors and management and being aware of their needs and motivations.	Since you have been working in the simulated store, there has probably been one person with whom you have difficulty communicating. Keep a daily record and observe this person discreetly and try to find out what their needs and motivations are. Using this new information, try to work more closely with this individual. Keep a very brief diary of your feelings and the progress you make.	
(309) Develop the attitude that next to job performance, human relations is an employee's greatest responsibility.	In your department, discuss with your fellow co-workers those phases of your job which require constant human relations skills.	
(310) Develop the attitude that the worker's satisfactory job performance includes not only what he does, but also how he influences other people, whether good or bad.		As a manager or a supervisor, you will have a great deal of influence on your employees. This influence will affect both their attitudes and performance so it is very important that your influence be of a positive nature. In a meeting of managers and supervisors, make a list of the ways that you can positively influence your staff.
VI. Customer Relations		
(280) Knowledge of the ways to effectively handle difficult customers.		LAP 28, A-3, p. 2.

Ass't Buyer - Department Store	Competency Area (Human Relations) Simulation II	
Competencies	Learning Activities	
	Individual	Group
(284) Skill in maintaining an objective point of view in problem situations.	Two of your co-workers, Joe and Betty, do not seem to get along well. They do not publicly show anger but they act very cold and abrupt towards one another. One day, a long standing customer of Joe's comes into the department and Betty waits on him. Joe is furious and calls Betty a "sales-grabber." Suddenly, many other hostilities are released. You are the supervisor and the only other person in the department. How would you handle this situation?	
(294) Skill in exercising self-control during trying situations.	It has been just "one of those days" where everyone is in a bad mood and you cannot seem to do anything right. A customer comes to you and begins to verbally abuse you because the blouse she purchased from you did not wash well and the dyes ran together. You are very angry and embarassed by this public confrontation. How will you handle the customer?	
(288) Skill in adapting to the personality and needs of customers.		In your simulated store, you meet many different types of customers. Select one type of customer and explain how you should change your personality to adapt to this customer. Inform your co-workers of procedures to follow with this customer.
VII. Public Relations		
(287) Skill in representing the business favorably to customers and outside business associates.	LAP 30, A-1, p. 2.	Your simulated store or individual department needs a new look. You must be sure that your new store design is in good taste and represents your business appropriately. As a group, re-decorate your store or department so that it will portray a good first and lasting impression.
(289) Skill in avoiding misrepresentation of people, products and policies.	In your simulated store, it is very easy to display your merchandise and deceive your customers into buying the merchandise under false pretenses. Carefully examine your department displays, your sales demonstration techniques, and the advertising appeals which you use to be sure that your promotion is honest. What existing conditions should be changed to avoid misrepresentations? You do not get along with one of your co-workers, Ann Baxter, even though you make an honest effort while you both are working together. You have tried to explain to Ann on several occasions that	

Ass't Buyer - Department Store	Competency Area (Human Relations) Simulation II	
Competencies	Learning Activities	
	Individual	Group
	she is filling out the layaway form incorrectly but she will not listen to you. The layaway department sends everyone of her forms back and you correct them. These corrections involve a great deal of your time. You decide to explain the situation to your supervisor. How can you present your side without interjecting your own feelings into your explanation? Role Play this situation.	
VIII. Principles of Motivation		
		LAP 18, A-4, p. 2.
(334) A recognition of the need for joining and participating in meetings and activities which will improve personal and professional development.		During your next store or department meeting, instead of just listening to the proceedings contribute a suggestion or comment on a store function, activity, or policy which you feel should be brought to the groups' attention. Explain your feelings on the importance of attending store meetings to a new simulation student.
(269) How to build sound working relationships in "forced" associations.	As a supervisor or manager of a department, you must learn how to handle delicate situations or problems which will occur daily. Write a brief philosophy on how you feel you should handle this type of situation and what qualities you must possess to be successful.	
(281) Skill in developing and maintaining harmonious relationships with other employees.	LAP 21, A-1, p. 2. Deliberately choose the most difficult person you know and begin a campaign to improve your relationship with him or her. Once a week write the extent of progress you have made. Date each progress report. Personality Development for Business, Musson, p. 43.	LAP 21, A-4, p. 3.
(268) How to show interest in others.		LAP 7, A-4, p. 3.
(266) How to develop and maintain a pleasant working environment.	Create or find a motto for your department in the simulated store that emphasizes the importance of maintaining and developing a pleasant working environment. Each week post a different employee's motto.	

In this packet of materials, classroom and simulation experiences needed to develop mathematical competencies for entry and career level jobs are included. The major emphasis in the first year (entry-level) is on basic mathematical skills, whereas the major emphasis in the second year (career-level) is on mathematical competencies related to merchandising.

The packet of materials related to the Merchandising area should be reviewed along with this packet of materials, for several of the topics are the same. In the second year, the Mathematics and Merchandising materials should be integrated. (The Merchandising area packet is limited to second year students.)

The topics for the Mathematics area and the Instructional Materials cited are listed below.

Topical Outline - Mathematics Area

First Year

I. Basic Mathematical Skills
II. Mathematics in the Selling Process
III. Cash Register and Change Making
IV. Mark-up and Price Lines
V. Mathematical Aids

Second Year

I. Mark-up and Price Lines
II. Invoices - Terms and Dating
III. Stock Control Record
IV. Retail or Cost Method of Inventory
V. Turnover and Stock-to-Sales Ratio
VI. Open-to-Buy
VII. Merchandise Buying Plans
VIII. Profit and Loss Statements

Instructional Materials Cited

Arithmetic for Distribution (Drills). Austin, Texas: The Instructional Materials Laboratory, Distributive Education Department, Division of Extension, The University of Texas at Austin, 1963.

Basic Math of Distribution. Austin, Texas: Instructional Materials Laboratory, Distributive Education Department, Division of Extension, The University of Texas at Austin, 1969.

Bodle, Yvonne G. and Joseph A. Corey. Laboratory Manual for Retail Selling. New York: McGraw-Hill Book Company, 1972.

_____. Retail Selling. New York: McGraw-Hill Book Company, 1972.

Carlo, Patrick A. and Dennis H. Murphy. Merchandising Mathematics. Albany, New York: Delmar Publishers, 1967.

Edison, Judith E. and Kenneth P. Mills. Checker-Cashier. Cincinatti, Ohio: South-Western Publishing Company, 1969.

Expenses in Retail Business. Dayton, Ohio: The National Cash Register Company, 1973.

Logan, William B. and W. Herbert Freeman. Mathematics of Marketing. New York: Gregg Division/McGraw-Hill Book Company, 1970.

Luter, Robert R. Projects. Austin, Texas: Instructional Materials Laboratory, Distributive Education Department, Division of Extension, The University of Texas at Austin, 1969.

Mathematics Learning Activity Packages. Columbus, Ohio: The Interstate Distributive Education Curriculum Consortium, 1975.

Piper, Edwin B. Merchandising Mathematics. Cincinatti, Ohio: South-Western Publishing Company, 1967.

Richert, G. Henry, Warren G. Meyer, Peter G. Haines, and E. Edward Harris. Retailing Principles and Practices, Sixth Edition. New York: Gregg Division/Mc-Graw-Hill Book Company, 1974.

Samson, Harland E. and G. Dean Palmer. Selecting and Buying Merchandise. Cincinatti, Ohio: South-western Publishing Company, 1974.

Wingate, John W. and Harland E. Samson. Retail Merchandising. Cincinatti, Ohio. South-Western Publishing Company, 1975.

Salesperson - Department Store	Competency Area (Mathematics) Classroom I	
Competencies	Learning Activities	
	Individual	Group
I. Basic Mathematical Skills		
(358) Skill in adding columns of figures with facility.	LAP 1 - #1, p. 2. LAP 1 - #2, p. 2. Complete the following addition drills in Merchandising Mathematics by Edwin B. Piper: Drill #2, p. 3; Drill #3-5, p. 4; Drill #8, p. 6. Complete Unit 2, "Review of Fundamentals," Merchandising Mathematics by Carlo and Murphy, pp. 3-5. #3, "Sales Training Assignment," p. 14 and "Sharpen Your Skills," pp. 23-24, Laboratory Manual for Retail Selling. Note to coordinator: "Addition Skills" in Basic Math of Distribution, pp. 33-37 can be taught to increase skills.	LAP 1 - #4, p. 2.
(357) Skill in multiplying and extending figures with facility.	LAP 2 - #1, p. 3. LAP 2 - #2, p. 3. Complete Unit 3, "Making Extensions (Multiplication)," Merchandising Mathematics by Carlo and Murphy, pp. 6-9. Note to coordinator: Unit IV, "Multiplication of Whole Numbers," Arithmetic for Distribution, pp. 31-42 should be taught in conjunction with this competency. Multiplication Skills - Drills, #11, #14-19, pp. 9, 12-13.	
(377) Skill in using and translating percentages with facility.	LAP 6 - #1, p. 2. Drills #64-70, Merchandising Mathematics, pp. 49-50. Read and complete exercises: "Decimal Review," Mathematics in Marketing, pp. 75-80. Note to coordinator: Unit II - Arithmetic for Distribution should be taught in conjunction with this competency.	LAP 6 - #4, p. 2. Working in groups of two, compare answers to the problems which you have previously done on your own.
(353) Mathematical manipulations up to and including first degree algebraic expressions.	LAP 3 - #2, p. 2. LAP 3 - #2, p. 6. LAP 3 - #1, p. 14. LAP 3 - #1, p. 26. LAP 3 - #1, p. 34.	LAP 3 - #3, p. 2. LAP 3 - #3, p. 10. LAP 3 - #3, p. 22. LAP 3 - #4, p. 30. LAP 3 - #3, p. 38.

Ass't Buyer - Department Store	Competency Area (Mathematics) Classroom I	
Competencies	Learning Activities	
	Individual	Group
II. In the Selling Process		
(359) Skill in computing postal and mail charges for delivery of merchandise to customers.		Invite a postal clerk in your community to speak to your class on what happens to mailed packages and what the charges pay for. Be sure that you understand the difference between the following systems: First Class Special Delivery Fourth Class Parcel Post UPS
(374) Skill in accurately calculating the exact amount of a customer's purchase.		LAP 10 - #4, p. 2.
(363) Skill in accurately computing employee discounts, delivery charges, alteration charges, layaway charges, etc. when writing out and computing saleschecks.	Read: "Discounts," Retail Selling, p. 116. Read: "Figuring Parcel Post Charges," Mathematics in Marketing, pp. 33-34.	
(362) Skill in computing local, state, and federal taxes which must be applied in the sale of goods.		LAP 18 - #3, p. 13. In a buzz group, discuss the advantages and disadvantages of the sales tax revenues.
III. Cash Register and Change Making		
(371) Skill in making change and using the cash register.	LAP 13 - #1, p. 3. Read Chapter 12, "Handling Money," Retail Selling, pp. 145-147. Complete activities Laboratory Manual for Retail Selling, #1, #2, #3, #4, #5, pp. 59-61. "Learning to Make Change," Section V, Project 15, Checker-Cashier, p. 95.	
(390) Attitude that carefully calculating the exact amount of a customer's purchase will prevent inventory shortages.	LAP 10 - #1, p. 12. Read: "Merchandise Control," Retail Merchandising, pp. 347-348 and "A Proper Selling Attitude," p. 389.	LAP 10 - #3, p. 12.
(394) Attitude that careful use of the cash register will reduce inventory and money shortages.	LAP 15 - #1, p. 2. Describe a situation that you know of where the cashier overcharged or undercharged a customer for merchandise. What repercussions may have occurred from this mistake?	LAP 15 - #4, p. 2. Have a local merchant or a representative from a cash register firm speak to your class on ways to reduce inventory and money shortages. Have the person give a demonstration of a quick change artist.

Salesperson - Department Store	Competency Area (Mathematics) Classroom I	
Competencies	Learning Activities:	
	Individual	Group
(354) How to determine a cash register error, the amount and how to correct it on the proper form.	LAP 15 - #1, p. 10.	LAP 15 - #3, p. 10.
(361) In balancing cash and totaling sales for the department and/or cash register at the end of the day.	Read: "Cash Register Closing - Cashing Up," Retail Selling, pp. 151-153.	
IV. Mark-up and Price Lines		
(364) Skill in figuring mark-up percent on individual items, on merchandise orders and merchandise carried in stock throughout a designated period.		LAP 27 - #3, p. 2. The teacher-coordinator will explain the method of figuring mark-up % and the principles of mark-up based on the information in Unit VIII, "Markon and Pricing," Basic Math of Distribution; "Pricing Merchandise," Mathematics in Marketing, pp. 125-140; and "Pricing Procedures," Retail Selling, p. 384.
	Given problems in figuring mark-up %, each student will solve the problems with 100% accuracy.	
V. Mathematical Aids		
(360) Skill in reading and interpreting self-computing scales that speed up mathematical procedures such as tax computation charts.	Read: "Unit 7 - Sales Tax," Merchandising Mathematics, pp. 17-18.	LAP 18 - #4, p. 2.
(366) Skill in using and interpreting transportation rate schedule in determining transportation charges.	Read: "Figuring Parcel Post Charges," Mathematics in Marketing p. 34.	LAP 28 - #3, p. 13.
(367) Skill in analyzing charts and graphs and interpreting the data.	LAP 19 - #1, p. 4.	LAP 19 - #4, p. 4.

Salesperson - Department Store	Competency Area (Mathematics) Simulation I	
Competencies	Learning Activities	
I. Basic Mathematical Skills*	Individual	Group
(358) Skill in adding columns of figures with facility.	Correctly add the columns of money that have been taken out of the cash register while closing out.	Total the columns on the inventory forms for your department. Have someone check your work to make sure that you have added correctly.
(357) Skill in multiplying and extending figures with facility.	A customer wants to buy multiple copies of certain books. She would like 7 copies of each of the following books which costs: $5.95, $2.50, $1.19 and $2.75. Multiply and add this sale.	
(377) Skill in using and translating percentages with facility.	A group of employees enter your department to buy the sale merchandise which is being featured. All store employees receive a 15% discount. Take the discounts on the following sales and rewrite the new totals. Employee #1 $52.31 Employee #2 15.60 Employee #3 7.89 Employee #4 39.67 Employee #5 40.50	
II. In the Selling Process		
(359) Skill in computing postal and mail charges for delivery of merchandise to customers.	LAP 7 - #1, p. 3. LAP 7 - #2, p. 3.	LAP 7 - #3, p. 3. Merchandising Area: Obtain an up-to-date listing from the post office of rates for mailing packages. Duplicate enough copies so that each "department" has one at the check out station. Role play situations where customers want packages mailed.
(374) Skill in accurately calculating the exact amount of a customer's purchase.	LAP 10 - #1, p. 2. LAP 10 - post-test, p. 9. Part B "Listing Sales," Mathematics in Marketing, pp. 7-8 and pp. 12-13. "Section 2, Sales Slips," Merchandising Mathematics, pp. 7-8.	

* In the learning activities in this packet the term, 'department," is used to designate an area of occupational interest. If the students' area of occupational interest is not reflected in a department of the simulated and/or school store, the role playing activities should focus on the merchandise and services ordinarily associated with these departments.

Salesperson - Department Store	Competency Area (Mathematics) Simulation I	
Competencies	Learning Activities	
	Individual	Group
(363) Skill in accurately computing employee discounts, delivery charges, alteration charges, layaway charges, etc. when writing out and computing saleschecks.	LAP 12 - #1, p. 2. Part B and C Mathematics in Marketing, pp. 35-36.	LAP 12 - #4, p. 2. Management Area: The store managers will develop prices for all services offered in the store. For example, all C.O.D. transactions will have a $ .50 charge. A listing of these prices will be sent to all "departments." Merchandising Area: Role play situations where you will have to use the different charges for services rendered to customers. Have the teacher-coordinator check your math computations to see if you have correctly added service charges to sales.
(362) Skill in computing local, state, and federal taxes which must be applied in the sale of goods.	LAP 10 - #1, p. 13. Unit 8 - "Completing Saleschecks," Merchandising Mathematics, pp. 19-29. Part C - "Selling" - Mathematics in Marketing, pp.38-41. "#5 - Sales Training Assignments," Laboratory Manual for Retail Selling, p. 46. "Sales Check Writing," Projects, pp. 76-77.	Merchandising Area: Each sale in your "department" should include the sales tax which is required in your state. A chart listing tax for each purchase should be mounted near the check-out area. Practice reading the chart to insure that you add the correct amount of tax to a sale.
III. Cash Register and Change Making		
(371) Skill in making change and using the cash register.	Using the play money in the cash register, count back the change to customers according to the procedures given for change making.	LAP 13 - #4, p. 3. Divide into small groups. Make a small pocket reminder that you could give employees that lists the proper steps for change making.
(390) Attitude that carefully calculating the exact amount of a customer's purchase will prevent inventory shortages.		Hold a department meeting and discuss the importance of calculating customer purchases properly. Each person should contribute a reason.
(394) Attitude that careful use of the cash register will reduce inventory and money shortages.	Role play this situation. You are waiting on a person who tries to "con" you for more change. Have other class members rate you on your ability to stay calm and gain control of the situation.	
(354) How to determine a cash register error, the amount, and how to correct it on the proper form.	Visit a store in your community and ask the store manager how cash register errors are corrected in that store. Write a brief report on what you have learned.	

Salesperson - Department Store	Competency Area (Mathematics) Simulation I	
Competencies	Learning Activities	
	Individual	Group
	On a sale that was rung improperly, void the transaction and re-ring the sale. Fill in the proper form to show that a mistake has occurred. The manager of your department should check your work.	
(361) In balancing cash and totaling sales for the department and/or cash register at the end of the day.	LAP 17 - #1, p. 2. "Closing Out the Register," Merchandising Mathematics, pp. 34-35. Practice closing out the cash register. Make sure all of your figures balance for that day. Have the learning manager check your work. Complete the activity - #4, Sales Training Assignments, Retail Selling, p. 51.	LAP 17 - #5, p. 2. In your "department," teach a new employee how to close out the register at the end of the day. Be sure to tell this new employee why these functions are important.
IV. Mark-up and Price Lines		
(364) In figuring mark-up percent on individual items, on merchandise orders and merchandise carried in stock throughout a designated period.	LAP 27 - #1, p. 2. Complete activities #4, #5, and #6, "Sales Training Assignments," Laboratory Manual for Retail Selling, pp. 149-150.	Divide into groups according to the store department. As a group, discuss the mark-up that is on the merchandise in your "department." Select certain pieces of merchandise and figure what the mark-up amount is on these items.
V. Mathematical Aids		
(360) Skill in reading and interpreting self-computing scales that speed up mathematical procedures such as tax computation charts.	LAP 18 - #1, p. 2. "Sales Training Assignments," #1, Retail Selling, pp. 43-44. "Section V, Project 14," Checker-Cashier, pp. 91-94. In your "department" in the simulated store, select 4 popular pieces of merchandise. Create a chart which will show the cost of multiple units up to and including six. Put this chart near the cash register to help the employees with multiple unit purchases.	
(366) Skill in using and interpreting transportation rate schedule in determining transportation charges.	LAP 28 - #1, p. 13. Complete problems: "Unit 18 - Shipping Terms," Merchandising Mathematics, p. 62.	Divide into a buzz group for the merchandise that is delivered to your store, figure how that company decided upon that particular charge for the merchandise. Discuss which method of transportation your store should use. Which method seems to be the most popular?

Salesperson - Department Store	Competency Area (Mathematics) Simulation I	
Competencies	Learning Activities	
	Individual	Group
(367) Skill in analyzing charts and graphs and interpreting the data.	From your local grocery store, select a popular product. For three weeks, visit the store and record the price of that merchandise. Construct a line graph to show how the price has changed for that product in a three week period.	Your selling 'department' should construct a bar graph that pictures information concerning each person's sales for the week.

Ass't Buyer - Department Store	Competency Area (Mathematics) Classroom II	
Competencies	Learning Activities	
	Individual	Group
I. Markup and Price Lines		
(364) Skill in figuring markup percent on individual items, on merchandise orders and merchandise carried in stock throughout a designated period.	Formules related to the retail method of inventory are listed on the following page. Place a copy of this page in your notebook for reference throughout the study of Mathematics and Merchandising. LAP 27, Individual #1. Take post-test, LAP 27, p. 507.	Review formula for computing markup percentage, LAP 27. Discuss "Pricing Merchandise" based on Section 6, pp. 72-83, Selecting and Buying Merchandise. Select projects from pp. 153-169. Take post-test, LAP 27, p. 507.
(370) Skill in quickly figuring into which retail price line an item of merchandise will fall when quoted its cost price.	Complete the assignment in Handout #2, LAP 25. (After group activity)	Lister to teacher-coordinator explain the importance of price-lining, based on Handout #1, LAP 25.
(375) Skill in setting prices on goods and services that will cover the cost of operation and yield a profit.	Complete Project #31, p. 153, Selecting and Buying Merchandise.	Discuss "Planning Markup," Retail Merchandising, 8th Edition, pp. 311-312. Discuss "Planning Markup" based on information on page 115. In groups of 3-4, solve problems related to Initial Markup I on page 116.
(392) Attitudes that retail prices must be carefully placed on goods and services so as to cover the cost of operation and yield a profit.		LAP 23, Group #3.
II. Invoices - Terms and Dating		
(409) Knowledge of the usual or typical discounts and terms offered by manufacturers in the market from which the buyer purchases merchandise.		Group #3, Mdse. LAP 20.
(411) Knowledge of vendors' terms and discounting policies.		Discuss cash discounts based on the following readings: Retail Merchandising, pp. 252-255, Retailing Challenge and Opportunity, pp. 224-225, Retailing Principles and Practices, 6th Edition, pp. 587-589. Mathematics in Marketing, pp. 116-120.
(467) Skill in interpreting vendors' terms and discounting policies.		
(486) Attitude that the prompt payment for purchases from manufacturers provides a profit cushion (cash discount) which is often the difference between profit and loss for a department store.	Take post-test, Mdse. LAP 21.	

FORMULAS RELATED TO RETAIL METHOD OF INVENTORY

MARKUP $ = $ RETAIL (SELLING PRICE) - $ COST

$$\text{MARKUP \%} = \frac{\text{RETAIL (SELLING PRICE) - COST}}{\text{RETAIL}}$$

COST = RETAIL X (100% - MARKUP %)

$$\text{RETAIL (SELLING PRICE)} = \frac{\text{COST}}{100\% - \text{MARKUP\%}}$$

$$\text{MAINTAINED MARKUP \%} = \frac{\text{FINAL SELLING PRICE - COST}}{\text{NET SALES}}$$

(Gross margin, gross profit, and maintained markup are terms used to express the difference between the final selling price and the cost of the merchandise.)

NOTE: SALES TAX IS NOT CONSIDERED A PART OF THE MARKUP FORMULA. SALES TAX IS ADDED TO TO RETAIL PRICE.

PLANNING MARKUP

In order to plan the needed initial markup % the following items must be considered:

1. EXPENSES (including such items as rent, lights, heat, water, delivery, wrapping, credit, and maintenance)

2. STOCK REDUCTIONS Markdowns and stock shortages (Employee discounts are included in markdowns.)

3. ALTERATION AND WORKROOM COSTS

4. PROFIT

5. CASH DISCOUNTS (Cash discounts are subtracted from items 1-4 because they help to off-set the cost of operating a business.)

FORMULA FOR OBTAINING INITIAL MARKUP %: INITIAL MARKUP % = EXPENSE % + STOCK REDUCTIONS % + ALTERATION AND/OR WORKROOM COST % + PROFIT % - CASH DISCOUNT % SALES + STOCK REDUCTIONS

PROBLEMS RELATED TO INITIAL MARKUP %

Using expense percentages given for various types of stores in the National Cash Register Bulletin, EXPENSES IN RETAIL BUSINESS, solve the following problems:

1. Determine the initial markup percentage needed by the sportswear department in a full service department store.

2. Determine the initial markup percentage needed by the produce department in a supermarket.

3. Determine the initial markup percentage needed by a variety store.

4. Determine the initial markup percentage needed by a shoe store.

Ass't Buyer - Department Store	Competency Area (Mathematics) Classroom II	
Competencies	Learning Activities	
	Individual	Group
(365) Skill in determining billed costs of merchandise after figuring quantity and trade discounts which the manufacturer offers.		Group #3, LAP 29.
(378) Skill in using such shipping terms as F.O.B. and C.O.D.	Study Handout #1, Section One, LAP 28. Complete Self-Evaluation, Handout #1, Section Two, LAP 28. Complete Self-Evaluation, Handout #1, Section 4, LAP 28. Take post-test, LAP 28, p. 519.	Discuss Handout #1, Section Three, LAP 28.
III. Stock Control Records		
(347) Knowledge of how to adjust pricing errors on merchandise price tickets and to record such errors in markdown or markup records.	Individual #1, LAP 24.	
(379) Ability to maintain mathematically correct stock control records.	Take pre-test, LAP 35, p. 644.	Discuss answers to pre-test problems. Form into groups according to incorrect answers on pre-test LAP 35. Use appropriate exercises in Handouts 1-5, LAP 35, to develop needed skills as indicated by your responses on pre-test, LAP 35.
(368) Skill in keeping stock control books - posting prices, styles, codes, sales, markdown, merchandise returns, etc.	Individual #1, LAP 35. OR Individual #2, LAP 35.	
IV. Retail or Cost Method of Inventory		
(349) Knowledge that a department's net sales are derived by subtracting customer returns and authorized price reductions from gross sales.	Take post-test, LAP 39, p. 735.	Group #3, LAP 39.
(350) Knowledge that a department's gross margin should cover operating expenses and provide a percentage of profit.	Take post-test, LAP 38, p. 727.	Group #3, LAP 38.
(351) Knowledge of the procedures and factors involved in the retail and/or cost method of inventory.		Group #3, LAP 40. Discuss readings in the following: Retail Merchandising, pp. 479-480; Retailing Principles and Practices, p. 430.

Ass't Buyer - Department Store	Competency Area (Mathematics) Classroom II	
Competencies	Learning Activities	
	Individual	Group
(381) Skill in deriving the dollar figures for various factors in the retail and/or cost method of inventory.		Discuss information provided in Handout 1, Sections 1-5, LAP 40 (Note correction for 3b Handout #1, Section 5. This should read Markon (Dollars) divided by Retail (Dollars) = Markon percent.)
	Take post-test, LAP 40.	
V. Turnover and Stock-to-Sales Ratio		
(373) Skill in figuring stock-to-sales ratios in an effort to maintain a department's or store's stocks in close relationship to its sales.		Discuss Handout #1, Section 1, LAP 32. Discuss Handout #2, Section 1, LAP 32. Discuss Handout #3, Section 1, LAP 32.
(380) Skill in figuring turnover and interpreting its relationship to department or store operating profits.	Take post-test, LAP 31. (Omit part V)	Group #3, LAP 31. (Omit Handout #6)
(395) Attitude that adequate turnover is closely related to operating profits.	Read Handout #1, Section 1, LAP 31.	Discuss "Methods of Reducing Stock Levels" and "Advantages of Increasing Stock Turn" based on Retail Merchandising, pp. 544-545. In groups of 3-6, discuss the possible solution to the case presented in Handout #1, Section 1, LAP 31. After discussing answers presented by individuals in the groups, compare with possible solution suggested in Handout #1, Section 2, LAP 31.
	Study Handout #6, Competency 380, Section One, pp. 582-584, LAP 31.	
VI. Open-to-Buy		
(369) Skill in figuring "Open-to-Buy" in an effort to determine a department or store's overbought condition or money available for additional merchandise purchases within a planned period.	Individual #1, LAP 36. Take post-test, LAP 36.	Discuss Open-to-Buy based on readings in Individual #2, LAP 36.
(391) Attitude that open-to-buy is a guideline useful in merchandising a department profitably.	Take post-test, LAP 36.	Discuss importance of Open-to-Buy based on Handout #1, LAP 36.
VII. Merchandise Buying Plans		
(376) Skill in using the mathematical factors necessary in setting up merchandise buying plans for a specified time.	Complete all problems in Handout #1, LAP 34.	Discuss each step in preparing a merchandise buying plan based on Handout #1, LAP 34.

Ass't Buyer - Department Store	Competency Area (Mathematics) Classroom II	
Competencies	Learning Activities	
	Individual	Group
(393) Attitude that merchandise buying plans for specified periods serve as guidelines for profitable operations.	Take post-test, LAP 33.	Discuss the importance of merchandise buying plans based on Handout #1, LAP 33.
VIII. Profit and Loss Statements		
(348) Knowledge that a retail business firm's operating expenses include such expenses as payroll, buying expenses, promotional expenses, utilities, transportation, supplies, and delivery.	Individual #1, LAP 21. AND Individual #2, LAP 21.	In groups of 3-4 study the operating expense percentages for various types of stores included in the National Cash Register Manual, Expenses in Retail Business.
(352) Knowledge of how to read and interpret a profit and loss statement.	Take the post-test, LAP 37.	Discuss the profit and loss statement based on the following readings: Retail Merchandising, pp. 494-496; Piper, Merchandising Mathematics, pp. 78-79.

Ass't Buyer - Department Store	Competency Area (Mathematics) Simulation II	
Competencies	Learning Activities	
I. Markup and Price Lines	Individual	Group
(364) Skill in figuring markup percent on individual items, on merchandise orders and merchandise carried in stock throughout a designated period.		Members of the merchandising division in the simulated store will compute the markup percentage on merchandise offered for sale (whether simulated or real).
(375) Skill in setting prices on goods and services that will cover the cost of operation and yield a profit.		Members of the merchandising division of the simulated store will determine the initial markup percentage needed in the school store to make a 10% profit.
II. Invoices - Terms and Dating		
(467) Skill in interpreting vendors' terms and discounting policies.	Complete problems in Merchandising Mathematics, pp. 65-66. ARC/TDH Complete problems in Mathematics in Marketing, pp. 116-120.	
III. Stock Control Records		
(347) Knowledge of how to adjust pricing errors on merchandise price tickets and to record such errors in markdown or markup records.		Members of the merchandising division of the simulated store will submit information to members of other divisions in the store concerning the need to adjust prices in the school store. Submit at least one problem (real or simulated) in which you need to increase the price of an article and one in which you need to markdown the price of an article. (This problem may relate to a fund-raising activity.)
(368) Skill in keeping stock control books - posting prices, styles, codes, sales, markdown, merchandise returns, etc.		Members of the merchandising division will design forms for unit stock control for each category of merchandise carried in the simulated and/or school store. If stock control forms are currently in use for each category, the merchandise division members will evaluate their effectiveness. Members of the merchandise division will maintain unit stock control records for all items carried in the simulated and/or school store.
IV. Retail or Cost Method of Inventory		
(361) Knowledge of the procedure and factors involved in the retail and/or cost method of inventory.		In small groups visit a department, food, hardware, appliance or variety store. Interview manager to learn answers to the following questions: 1. When is physical inventory taken? 2. Is physical inventory taken at cost or retail? 3. What procedures are used? 4. What inventory form is used? If possible obtain a copy of the inventory form.

Ass't Buyer - Department Store	Competency Area (Mathematics) Simulation II	
Competencies	Learning Activities	
	Individual	Group
		Members of the Operations Division will take physical inventory at retail of all merchandise in the simulated and/or school store at the end of the period of time members are assigned to this division.
(381) Skill in deriving the dollar figures for various factors in the retail and/or cost method of inventory.	Decode the cost price in the problems listed on the following page. Complete Self-Evaluation Handout #1, Section 4, LAP 40. Complete the problems in Handout #1, Section 6, LAP 40. Take post-test, LAP 40.	
V. Turnover and Stock-to-Sales Ratio		
(373) Skill in figuring stock-to-sales ratio in an effort to maintain a department's or store's stocks in close relationship to its sales.	Complete assignment Section Two, Handout #1, LAP 32. Complete assignment Section Two, Handout #2, LAP 32. Complete assignment Section Two, Handout #3, LAP 32. Take post-test, LAP 32, p. 614.	Members of the merchandising division will figure stock sales ratio for five items in the school store.
(395) Attitude that adequate turnover is closely related to operating profits.	Complete assignment Handout #6, Section Two, LAP 31.	
VI. Open-to-Buy		
(369) Skill in figuring "Open-to-Buy" in an effort to determine a department or store's overbought condition or money available for additional merchandise purchases within a planned period.		Members of the Merchandising Division will figure Open-to-Buy for one department for one month based on appropriate information from the Control Division of the simulated or school store.
(391) Attitude that open-to-buy is a guideline useful in merchandising a department profitably.		
VII. Merchandise Buying Plans		
(376) Skill in using the mathematical factors necessary in setting up merchandise buying plans for a specified time.		Members of the Merchandising Division will prepare a merchandise buying plan for three months. Use figures from actual or simulated experiences in the school or simulated store.

DECODING THE COST PRICE

The Cost Code in XYZ Appliance Store is based on the phrase, "Make Profit."
Each letter represents a digit:

M O N E Y T A L K S
1 2 3 4 5 6 7 8 9 0

EXAMPLE: A toaster that cost $17.50 would be written MAYS

PROBLEMS

DECODE THE FOLLOWING COST PRICES:

1. O S A Y

2. Y K Y

3. M A Y S

4. M K K Y

CHECK ANSWERS BELOW:

ANSWERS:
1. 20.75
2. 5.95
3. 37.50
4. 19.95

Ass't Buyer - Department Store	Competency Area (Mathematics) Simulation II	
Competencies	Learning Activities	
	Individual	Group
(393) Attitude that merchandise buying plans for specified periods serve as guidelines for profitable operations.		
VIII. Profit and Loss Statements		
(348) Knowledge that a retail busines firm's operating expenses include such expenses as payroll, buying expenses, promotional expenses, utilities, transportation, supplies, and delivery.		Members of the control division of the simulated store will determine the operating expenses, if any, of the school store. Discuss with members of other divisions how the operating expenses (or lack of them) affect the net profit. (If the school store shares any proportion of the sales to any other part of the school, these funds may be considered as "operating expenses.")

Unlike the other competency area packets, the packet for the Merchandise area is designed for second-year students only. Classroom and simulation activities to develop selected merchandising competencies needed by the assistant buyer are included in this packet.

Teacher-coordinators will note the similarity of topics in the Merchandising packet and the Mathematics packet. These materials should be reviewed well in advance of the scheduled time to teach the materials so that decisions can be made concerning the sequencing of the learning experiences in the Merchandising packet in relation to learning experiences concerning the same topic in the Mathematics packet. The primary focus of the experiences in the Mathematics area in the second year is on the development of mathematical skills needed to perform merchandising tasks. The focus of experiences in the Merchandising area that are related to the mathematical aspects of buying is on the influence of mathematical calculations on buying decisions. Second year students should review their Training Plans to determine the tasks related to the competency area.

The concepts in the Merchandising area are rather complex for high school students. In order to make the experiences relevant, every effort should be made to relate the experiences to the school store.

Since these materials were developed for use in small, rural communities, it seemed inappropriate to suggest experiences that would require first-hand investigation of sophisticated merchandising techniques. Students should be encouraged to develop questions about merchandising to be included on a Structured Interview Guide to be used when a field trip is made.

The topics included in the Merchandising area and instructional materials cited are listed below. You are reminded to up-date references cited in the LAPS when new editions are available and to add references when new references relevant to the competency area are published.

Topical Outline - Merchandising Area

I. Retail and/or Cost Method of Inventory
II. Terms, Dating, Discounts
III. Selling Floor Responsibilities
IV. Model Stock Plans
V. Seasonal Merchandise Planning
VI. Open-to-Buy
VII. Pricing Merchandise
VIII. Price Changes
IX. Unit Inventory Control
  A. Purposes of Unit Inventory Control Records
  B. Stock Counts
  C. Uses of Information from Unit Control Systems
  D. Sources of Unit Control Information
X. Market Responsibilities
XI. Buying for the Consumer (Consumer Demand)
XII. Promotional Responsibilities
XIII. Complete Stock Assortments
XIV. Competitive Market Conditions
XV. Factors Influencing Buying Decisions

Instructional Materials Cited

Dorr, Eugene L., G. Henry Richert, and Warren G. Meyer. Buying and Pricing. New York: Gregg Division/McGraw-Hill Book Company, 1971.

Gillespie, Karen R. and Joseph C. Hecht. Retail Business Management. New York: Gregg Division/ McGraw-Hill Book Company, 1970.

Merchandising Learning Activity Packages. Columbus, Ohio: The Interstate Distributive Education Curriculum Consortium, 1975.

Merchandising Mathematics. Richmond, Virginia: Distributive Education Service, State Department of Education, 1969.

Piper, Edwin B. Merchandising Mathematics. Cincinatti: South-Western Publishing Company, 1967.

Richert, G. Henry, Warren G. Meyer, Peter G. Haines, and E. Edward Harris. Retailing Principles and Practices, Sixth Edition. New York: McGraw-Hill Book Company, 1974.

Samson, Harland E. and J. Dean Palmer. Selecting and Buying Merchandise. Cincinatti, Ohio: South-Western Publishing Company, 1974.

The Buyer's Manual. New York: The Merchandising Division, National Retail Merchants Association, 1965.

Wingate, John W. and Harland E. Samson. Retail Merchandising. Cincinatti, Ohio: South-Western Publishing Company, 1975.

Ass't Buyer - Department Store	Competency Area (Merchandising) Classroom II	
Competencies	Learning Activities	
	Individual	Group
I. Retail and/or Cost Method of Inventory		
(421) Knowledge of the differences between the cost method and the retail method of inventory (the advantages and limitations of each).	Study Handout #2, LAP 28, p. 627. Complete Handout #1, LAP 28, p. 626.	
(422) Knowledge of the elements involved in the retail method of accounting such as retail deductions, cost of goods sold, and total merchandise handled.	LAP 2 - Individual #1, p. 25. Take post-test, p. 33.	Teacher-coordinator will explain the terms in the retail method of accounting by using the information in Handout #1, LAP 2, p. 27. (Put on transparency) and Handout #1, LAP 2, p. 26.
(448) Ability to interpret the elements involved in the retail method of accounting.		Teacher-coordinator will explain the elements in the retail method of accounting by using Handout #1, LAP 2, p. 42. Discuss the advantages and disadvantages of the retail method listed on Handout #1, LAP 2, p. 42. Discuss information in Retail Merchandising, pp. 494-496, Piser, Merchandising Mathematics, pp. 78-79.
	Take post-test, p. 46.	
(461) Skill in using the cost method or retail method of accounting.	Complete Handout #2, LAP 2, p. 51. Complete Handout #2, LAP 2, p. 56. Take post-test, p. 58.	Discuss the cost method of accounting based on Handout #1, LAP 2, p. 50. (Put on transparency) Discuss the retail method of accounting based on Handout #1, LAP 2, p. 55.
II. Terms, Dating, Discounts		
(409) Knowledge of the usual or typical discounts and terms offered by manufacturers in the market from which the buyer purchases merchandise.	Study Handout #2, LAP 20, p. 497. Complete Handout #3, LAP 20, p. 498.	Group #3, LAP 20, p. 495.
(411) Knowledge of vendors' terms and discounting policies.		The teacher-coordinator will discuss with the class manufacturer's discounts based on information in the references in Handout #1, LAP 20. (Reference in Retailing Principles and Practices, 6th Edition, pp. 586-590.) Also, refer to post-test key, p. 509, LAP 20.
(465) Skill in interpreting vendors' terms and discounting policies.	Take post-test, p. 517.	Group 3, LAP 20, p. 511. Group 4, LAP 20, p. 511.

Ass't Buyer - Department Store	Competency Area (Merchandising) Classroom II	
Competencies	Learning Activities	
	Individual	Group
(486) Attitude that prompt payment for purcheses from manufacturers provides a profit cushion, cash discount, which is often the difference between profit and loss for a department or store.	Individual #1, LAP 21.	Discuss the importance to the store of taking advantage of cash discounts.
III. Selling Floor Responsibilities		
(419) Knowledge of the ways to best use product information on merchandise training sessions provided by manufacturers to keep sales personnel up-to-date and customers well-informed.	Individual #3, LAP 52. Take post-test, LAP 52.	After completing Individual assignment #3, discuss with the class your responses to Handout #4, LAP 52.
(449) Skill in using product information or merchandise training sessions provided by manufacturers to keep sales personnel up-to-date and customers well-informed.	Individual #1, LAP 54.	Group 3, LAP 54
(434) Skill in interpreting consumer demand as it applies to the merchandise in the selling department.		The teacher-coordinator will discuss ways of interpreting consumer demand based on information in Retailing Principles and Practices, 6th Edition, pp. 204-212 and Retail Merchandising, pp. 184-188.
	Take post-test, LAP 7, p. 187.	Discuss responses on post-test, LAP 7. Divide into groups of 3-4. Using Handout #9, p. 183, LAP 7 each group will interview one business manager. Report the results of your interview to the class.
(480) Attitude that a buyer or manager who spends as much time as possible on the selling floor maintains a customer contact which is necessary for a good merchandising job.		Discuss the importance of the buyer spending time on the selling floor. What can the buyer learn from customers in this way?
(481) Attitude that a buyer or manager should spend as much time as possible on the selling floor, supervising the selling of merchandise and further developing salespeople.		The teacher-coordinator will explain the dual role of the buyer: that of buying, and that of seeing that the merchandise is sold to the customers.
IV. Model Stock Plans		
(476) A belief that the buyer must be kept informed of low quantity points of staple stocks.		Discuss information in Handout #4, LAP 3.

Ass't Buyer - Department Store	Competency Area (Merchandising) Classroom II	
Competencies	Learning Activities	
	Individual	Group
(408) Knowledge of the uses of a model (or basic) stock plan.	Individual #1, LAP 32. Take post-test, LAP 32.	Discuss information in Selecting and Buying Merchandise, pp. 28-42.
(453) Skill in preparing and maintaining a model (or basic) stock plan.		Group #6 or Group #7, LAP 33, p. 3. (Need Handout #2, p. 730) Omit C in Group #7. (See Simulation for competency #453.)
	Take post-test, LAP 33, p. 735.	Discuss answers to post-test, LAP 33.
V. Seasonal Merchandise Planning		
(399) Knowledge of the procedures for analyzing and interpreting past sales records and performance in planning future sales and making purchases.		Discuss Handout #3, LAP 29, p. 659.
(407) Knowledge of procedures used in preparing merchandise plans by season.		The teacher-coordinator will explain merchandise planning based on information in Retail Merchandising, pp. 534-547 and/or Retailing Principles and Practices, pp. 567-575.
(410) Knowledge of how to locate and use sources of information on economic indicators to forecast expected sales.		Invite a local banker or business manager to discuss the economic indicators listed on Handout #1, LAP 57.
(423) Knowledge of stock quantities necessary for seasonal or year-round selling.	Individual #1, LAP 18.	
(458) Skill in preparing seasonal merchandise plans.	Study the Six-Months Merchandising plan on Handout #2, LAP 15, p. 25.	Review Mathematics II, Classroom, Competency (376). Make a transparency of Handout #2, LAP 15, p. 357. Discuss the plan.
(447) Skill in determing stock quantities necessary for seasonal or year-round selling.	Read Handout #4, LAP 18, p. 432. Complete pratice problems, LAP 18, p. 432. Take post-test, LAP 18, p. 435.	Discuss practice problems, LAP 18, p. 432.
VI. Open-to-Buy		
(429) Knowledge of the terms, 'open-to-buy' and the factors which influence it.	Complete the practice problems in Handout #2, LAP 16, p. 387 D&E.	The teacher-coordinator will explain open-to-buy based on Handout #2, LAP 16, p. 387D. Put on transparency or on board. Discuss answers to problems, Handout #2, LAP 16.
(443) Ability to use 'open-to-buy' and interpret the factors which influence it.	Individual #2, LAP 9, p. 221. Omit b.	Divide into pairs. Work the problems in Project #11, pp. 109-110, Selecting and Buying Merchandise.

Ass't Buyer - Department Store	Competency Area (Merchandising) Classroom II	
Competencies	Learning Activities	
VII. Pricing Merchandise	Individual	Group
(396) Knowledge of the store's price-line structure and pricing policies.		The teacher-coordinator will discuss price-lining, based on information in Retailing Principles and Practices, 6th Edition, p. 555; Retail Business Management, pp. 200-201; and Buying and Pricing, p. 102. Use the questions on Handout #2, LAP 38, p. 794, for the discussion.
(397) Knowledge of the ways prices psychologically affect consumers.	Read: Buying and Pricing, p. 102.	Discuss the psychological aspects of pricing based on the references in Individual #1, LAP 39, p. 809. Group #6, LAP 39, p. 810.
(398) Knowledge of federal and state laws applicable to pricing.		The teacher-coordinator will discuss legal aspects of pricing based on the references in Individual #1, LAP 45. Check with a lawyer concerning the recent legislation concerning Fair Trade Acts (Federal and State).
	Take post-test, LAP 45, p. 899.	
VIII. Price Changes		
(406) Knowledge of the store's methods or procedures used in changing retail stock prices up or down.		Discuss procedures used in changing retail prices up and down. Refer to Retailing Principles and Practices, 6th Ed., pp. 562-563; Retail Merchandising, pp. 292-293; Retail Business Management, p. 210.
(426) Knowledge of the store's procedures for recording markups and markdowns and revisions of retail markdown.		Discuss markups, markdowns, and revisions of retail markdowns based on references in LAP 40, p. 831.
(444) Ability to correctly change the prices of merchandise up or down.	Individual #1, LAP 40, p. 839. Students interested in Food Distribution should review LAPS 47 & 48.	
IX. Unit Inventory Control		
A. Purposes		
(466) Skill in using forms and records necessary in inventory control.		The teacher-coordinator will explain forms and records necessary in inventory control. Use references in Individual #3, LAP 4, p. 103.
(474) Attitudes that stockkeeping errors or losses affect company profits.	Individual #1, LAP 37.	Handout #3, LAP 37, (filmstrip).
B. Stock Counts		
(401) Knowledge that stock counts are taken for inventory--control purposes and for ordering purposes.	Individual #1, LAP 27, p. 609.	

Ass't Buyer - Department Store	Competency Area (Merchandising) Classroom II	
Competencies	Learning Activities	
	Individual	Group
(462) Skill in scheduling stock counts to assure depth of stock in wanted merchandise.	Complete Handout #1, LAP 26, p. 578-579.	Invite a guest speaker to discuss "Scheduling Stock Counts." Be sure that the guest speaker has a copy of Handout #1, LAP 26, pp. 578-579, to use in preparation for the presentation.
(442) Skill in taking accurate stock counts of merchandise for ordering, inventory or unit-book control.	Individual #1, LAP 28, p. 633.	
(463) Ability to participate in merchandise counts for physical inventories.		Review instructions for taking physical inventory on Handout #2, LAP 26, pp. 595-597. Make transparency of Retail Inventory Counting Sheet, LAP 26, p. 601, for reference in discussing those instructions.
C. Uses		
(427) Knowledge of the uses of the information available from unit inventory control systems.	Complete Project #16, p. 121, Selecting and Buying Merchandise. Complete Handout #2, LAP 5, p. 116	Teacher-coordinator will lead discussion based on information in Handout #1 LAP 5, p. 115 and other references.
(451) Skill in using unit control records to predict trends in price lines, colors, types, sizes, etc.	Individual #7, LAP 15, p. 337. (Need Handout #5 and Handout #7, pp. 344; 346-347)	Discuss predictions made by individuals on the individual activity. Use questions on Handout #6, LAP 15, p. 345, to assist in the discussion.
(431) Knowledge of how to anticipate and buy related items that will contribute to the maximum sales of basic stock items. (Ex. aluminum foil, dressing mix, cranberry sauce for Thanksgiving turkey)	Individual #2, LAP 16, p. 389.	Teacher-coordinator will lead discussion on buying related items based on information in references cited in Individual #1, LAP 16.
D. Sources		
(400) Knowledge of the uses of forms and records necessary in inventory control.		Group #4, LAP 3, p. 19.
(466) Skill in using forms and records necessary in inventory control.	Individual #1, LAP 4, p. 103.	
(428) Knowledge of the use of ticket stubs and special forms to keep records of merchandise sold by classification.		The teacher-coordinator will lead a discussion based on information in the references cited in Individual #2, LAP 5, p. 122. Handout #3,4,&5 will be helpful in summarizing the discussion.
(470) Ability to keep records of merchandise sold by classification--use of ticket stubs or special forms.	Individual #1, LAP 5, p. 132. (Need Handout #6) Students interested in Petroleum Merchandising should review LAP 59.	

Ass't Buyer - Department Store	Competency Area (Merchandising) Classroom II	
Competencies	Learning Activities	
	Individual	Group
X. Market Responsibilities		
(402) Knowledge of available resources and characteristics of individual manufacturing firms.	Take pre-test, LAP 10, p. 242.	Discuss answers to pre-test, LAP 10, p. 242. (Use pre-test key, p. 247.)
(469) Ability to make decisions on styles, quantities, colors, sizes, delivery dates, etc. while working "in the market" which will help fulfill the needs of the predetermined merchandise plan.	Individual #1, LAP 15, p. 376.	Discuss "Market Responsibilities" based on Section 5, pp. 57-71, Selecting and Buying Merchandise.
(492) Attitude that the company's restrictions, policies, and procedures for buying are set up to protect the buyer, the store, and the manufacturer.	Take post-test, LAP 34, p. 746.	Discuss the reason for buying policies. Use resources listed in Individual #1, LAP 34 and/or Handouts #1 and #2. Discuss responses to post-test items, LAP 34.
(478) Attitudes that a good market reputation is a priceless asset for a buyer.		Discuss the information on Handout #1, LAP 11, p. 277, and Handout #2, LAP 11, p. 279. (Put headings on transparencies.)
(491) Attitude that manufacturer representatives are a source of market merchandise and product information and consumer information.	Individual #3, LAP 12, p. 301.	Discuss the topic "Manufacturer's Representatives as a Source of Product or Service Knowledge." Use Handouts #1,2, or refergnces in Handout #3, LAP 12 as the basis for the discussion.
XI. Buying for the Consumer (Consumer Demand)		
(404) Knowledge of the ways to handle special orders of merchandise for customers.	Using Handout #5, LAP 19, p. 444, as a guide read one or more or the references listed on Handout #6, LAP 19. Complete Handout #5.	
(439) Ability to use the company's merchandise order forms.		
(425) Knowledge of the ways to use a resident buyer or buying office to the best advantage.	Individual #1, LAP 23. OR Individual #2, LAP 23.	
(488) Attitude that the customer is the determining factor in buying merchandise for a retail store or department.	Individual #1, LAP 7, p. 153.	
(430) Knowledge of the procedures followed when buying from vendor or company catalogs.	Individual #1, LAP 19.	Note: Teacher-coordinator should visit a local catalog store referred to in Individual #1, LAP 19, for purchase order blanks for the class to complete. If the store does not have an adequate supply on hand, request permission to reproduce the form.

Ass't Buyer - Department Store	Competency Area (Merchandising) Classroom II	
Competencies	Learning Activities	
	Individual	Group
XII. Promotional Responsibilities		
(416) Knowledge of the ways to negotiate with manufacturers for the most advantageous advertising or promotional aid.		Discuss ways of negotiating with manufacturers for advertising and promotional aids. Use resources listed in Handout #1, LAP 53, p. 991 and Individual #1, LAP 53, p. 994. Use pre-test, LAP 53, p. 988 and pre-test, LAP 53, p. 993 as guides to the structured discussion.
	Take post-test, LAP 53, pp. 99-100.	
(450) Skill in negotiating with manufacturers for the most advantageous advertising or promotional aids.	Individual #6, LAP 53, p. 1005.	
(417) Knowledge of how to develop and submit departmental advertising plans for the coming season to management.	Individual #1, LAP 1. AND Individual #2, LAP 1.	
(455) Skill in developing departmental advertising plan for the coming season.		Group #3, LAP 1, p. 7.
(418) Knowledge of the ways to stimulate sales with timely advertising, markdowns, special sales, and sales force incentives.		Group #4, LAP 50, p. 953. (omit d) Group #3, LAP 50, p. 955. Group #4, LAP 50, p. 957. Use pre-test, p. 956 as resource <u>after</u> brainstorming session. (pre-test key, p. 959)
(483) Attitude that the character of the retail business helps determine what proportion of promotional merchandise activity versus staple merchandise appeal should be carried out.	Take post-test, LAP 17, p. 417.	Make a transparency of Handout #3, LAP 17. Discuss these policies in relation to what you expect from different kinds of stores.
(485) Attitude that merchandise packaging possibilities must be considered at the time of purchase. (Promotional features, increased salability and adaptability to present department fixtures.)		Group #3, LAP 55.
XIII. Complete Stock Assortments		
(433) Skill in placing re-orders as soon as the need is discovered to assure depth of stock in wanted merchandise.	Individual #1, LAP 9. OR Individual #2, LAP 9, p. 203.	

Ass't Buyer - Department Store	Competency Area (Merchandising) Classroom II	
Competencies	Learning Activities	
	Individual	Group
(436) Skill in maintaining a close relationship between stocks and sales.	Individual #1, LAP 29, p. 674. (Need Handouts #5, 6 & 7.)	
(446) Ability to determine the quantity of merchandise to buy when purchasing new merchandise or reordering basic stocks.		The teacher-coordinator will present the information contained in Handout #2, LAP 16, pp. 400-401. Put the headings on transparencies. Use references in Individual #1, LAP 16, p. 398, to supplement the above information.
	Take post-test, LAP 16, p. 17.	
(475) Attitude that complete assortments of wanted merchandise must be maintained at all times to stimulate best sales.		Group #3, LAP 8.
XIV. Competitive Market Conditions		
(438) Skill in keeping informed of competitive conditions in the market area which the store servies.		Group #5, LAP 44. The teacher-coordinator will use the questions on the pre-test, p. 884 as a guide in preparing for the presentation.
	Take post-test, LAP 44, p. 890.	
(489) A belief that if the store is to get its share of the business in its market area, merchandise must be bought and sold at competitive prices.	Individual #1, LAP 42, p. 861.	
IV. Factors Influencing Buying Decisions		
(405) Knowledge of how to obtain desired quality for the lowest available price by accepting and reviewing competitive bids before orders are placed.		Group #4, LAP 10, p. 250. (The individual on the staff of the local school superintendent who is responsible for purchasing is suggested as a speaker on the topic of competitive bids.)
(468) Skill in comparing merchandise costs and such factors as transportation and discounts.	Individual #2, LAP 10, p. 266.	
(484) Attitude that before buying merchandise, its salability (past, present, and potential), comparative market value, competitive elements, and amount of stock on hand and on order must be considered.	Take post-test, LAP 29, p. 654.	The teacher-coordinator will present the information contained in Handout #2, LAP 29, p. 651.

Ass't Buyer - Department Store	Competency Area (Merchandising) Simulation II	
Competencies	Learning Activities	
	Individual	Group
I. Retail and/or Cost Method of Inventory		
(421) Knowledge of the differences between the cost method and the retail method of inventory (the advantages and limitations of each).		Group #4, LAP 28, p. 625.
(422) Knowledge of the elements involved in the retail method of accounting such as retail deductions, cost of goods sold, and total merchandise handled.		Group #3 or 4, LAP 2, p. 25. Group #3, LAP 2, p. 30.
(448) Ability to interpret the elements involved in the retail method of accounting.		Group #4, LAP 7, p. 41.
(461) Skill in using the cost method or retail method of accounting.		Group #4, LAP 2, p. 49.
II. Terms, Dating, Discount		
(420) Knowledge of factors such as transportation and discount in addition to cost price of merchandise which affect the retail price of merchandise.	Individual #2, LAP 41.	Group #3, LAP 41. Teacher-coordinator will lead discussion following reports from above activity.
(465) Skill in interpreting vendors' terms and discounting policies.		The control division will explain to members of other divisions the terms and discounting pulices provided by vendors to the school store.
III. Selling Floor Responsibilities		
(449) Skill in using product information or merchandise training sessions provided by manufacturers to keep sales personnel up-to-date and customers well-informed.		Members of the personnel division will ask a salesperson who sells merchandise to your school store to conduct a training session with the class in order to provide product information or will ask for manufacturer's aids which would assist in training salespeople. Members of the personnel division will conduct a training session to provide product knowledge prior to any DECA Sales Project.
(434) Skill in interpreting consumer demand as it applies to the merchandise in the selling department.		Members of the merchandising division will provide the class with records of sales for the past month on at least five items sold in the school store. Discuss with the class whether or not these items should continue to be carried. Members of the merchandising division will present to the class one or two new items which might be considered for the school store. Discuss ways of determing consumer demand for these items.

Ass't Buyer - Department Store	Competency Area (Merchandising) Simulation II	
Competencies	Learning Activities	
	Individual	Group
(480) Attitude that a buyer or manager who spends as much time as possible on the selling floor maintains a customer contact which is necessary for a good merchandising job.		The managers of the merchandising division will report to the class comments or requests made by customers of the school store.
(481) Attitude that a buyer or should spend as much time as possible on the selling floor, supervising the selling of merchandise and further developing salespeople.	Review the tasks listed on your individual training plan. (See Prototype Training Plans.) Note the tasks related to training.	
IV. Model Stock Plans		
(408) Knowledge of the uses of a model (or basic) stock plan.		The manager of the merchandise division will report to the class on whether or not a basic stock plan is used for selected items in the school store. After the individual activity in the classroom portion of this packet, discuss the need of a basic stock plan for selected items in the school store.
(453) Skill in preparing and maintaing a model (or basic) stock plan.		Organize into groups according to your occupational interest. Prepare a tentative basic stock list of five items carried in the type of store in which you are interested. Be sure to consider the items discussed in the classroom activity related to this competency. Take your tentative list to a local merchant and ask for his reaction. Ask the merchant for information concerning the basic stock list he keeps on the items of merchandise you listed. Note: Group interested in Food Distribution should review LAP 46, p. 903.
V. Seasonal Merchandise Planning		
(407) Knowledge of procedures used in preparing merchandise plans by seasons.	Individual #1, LAP 13.	
(410) Knowledge of how to locate and use sources of information on economic indicators to forecast expected sales.	Using the list of 17 economic indicators listed in Handout #1, LAP 57, search the newspapers and magazines for a week to locate news items related to one or more indicators. If possible, bring clipping of newspaper items to class.	After the individual activity has been completed, ask the class members to share their findings. Place newspaper clippings on bulletin board.

Ass't Buyer - Department Store	Competency Area (Merchandising) Simulation II	
Competencies	Learning Activities	
	Individual	Group
(423) Knowledge of stock quantities necessary for seasonal or year-round selling.	Ask a local merchant to review your answers to the questions on Handout #2, LAP 18. (Individual assignment - classroom.)	
(458) Skill in preparing seasonal merchandise plans.		When your class takes a field trip to a large store, arrange for a merchandise manager to explain a six-month's buying plan. Cross-reference group activity, Mathematics - Simulation II - competency (376).
VI. Open-to-Buy		
(429) Knowledge of the term, "open-to-buy" and the factors which influence it.	Take post-test, LAP 16, p. 3871.	
(443) Ability to use "open-to-buy" and interpret the factors which influence it.		The manager of the merchandise division will present to the class the advantages and disadvantages of being open-to-buy in reference to merchandising the school store.
VII. Pricing Merchandise		
(396) Knowledge of the store's price-line structure and pricing policies.		The members of the merchandise division will discuss price-lines carried in the simulated and/or school store.
(460) Ability to determine the psychological effect of prices on a customer.	Complete activity in Handout #3, LAP 38, p. 802. (After completing activities relating to competency #397 - Classroom.)	
VIII. Price Changes		
(406) Knowledge of the store's methods or procedures used in changing retail stock prices up or down.		Members of the merchandise division will consider markdowns needed for items in the simulated and/or school store. Devise a "Price Change" form. Record the markdown on at least two items. Explain to members of the other divisions the procedure used.
(426) Knowledge of the store's procedures for recording markups and markdowns and revisions of retail markdown.		
(444) Ability to correctly change the prices of merchandise up or down.	Individual #2, LAP 40, p. 839.	
IX. Unit Inventory Control		
A. Purposes		
(414) Knowledge of the procedures involved in a merchandise count for physical inventory.		Using the information on Handout #2, LAP 27, the manager of the control division will instruct the class in carrying out necessary procedures to get ready for taking inventory.

Ass't Buyer - Department Store	Competency Area (Merchandising) Simulation II	
Competencies	Learning Activities	
	Individual	Group
	Carry out procedures to get ready for taking physical inventory of the simulated and/or school store as directed by members of the control division.	
(466) Skill in using forms and records necessary in inventory control.		Using sample of forms obtained by members of the control division and information from references, devise an inventory control form to be used in the simulated and/or school store. Members of merchandising division will take a physical stock count of items in the simulated and/or school store that have been designated for unit stock control.
	Members of the control division will obtain from 3 local businesses a sample of form used in inventory control.	
(482) Attitude that a balanced stock is the basis of good merchandising in that maximum volume, customer goodwill, satisfactory profit, minimum investment and rapid turnover can be achieved.		Members of the management division will discuss with the class management policies related to inventory control. Use Handout #7, LAP 9, p. 234-236 for this discussion.
(474) Attitude that stockkeeping errors or losses effect company profits.	Complete Handout #6, LAP 37. Complete Handout #7, LAP 37.	
B. Stock Counts		
(462) Skill in scheduling stock counts to assure depth of stock in wanted merchandise.		Members of the management division will discuss with the class the items on Handout #1, LAP 26, p. 578-579, as they relate to the simulated and/or school store.
(463) Ability to participate in merchandise counts for physical inventories.		Using the simulations in Handout #2, LAP 26, pp. 598-600, carry out the group and individual activities, LAP 26, p. 597.
C. Uses		
(431) Knowledge of how to anticipate and buy related items that will contribute to the maximum sales of basic stock items. (ex. aluminum foil, dressing mix, cranberry sauce for Thanksgiving turkey.)	Take post-test, LAP 16, p. 395.	Form into groups according to merchandise departments in the simulated and/or school store. Make a list of 5 items carried in stock. Then make a list of related items that may be considered for purchase.
D. Sources		
(428) Knowledge of the use of ticket stubs and special forms to keep records of merchandise sold by classification.		Members of the merchandising division will make 5 price tickets or tags showing information needed to take inventory by classification. Show the cost in code. Make enough copies of each ticket to give a

Ass't Buyer - Department Store	Competency Area (Merchandising) Simulation II	
Competencies	Learning Activities	
	Individual	Group
		copy to each class member. The manager of the merchandise division will lead a question and answer session concerning the meaning of each letter or number on the price ticket or tag. If a marking machine is not available in the simulated store, ask a local merchant for permission to make these tickets at his store.
(424) Knowledge that for a buying trip to be advantageous, the buyer must lay out careful buying plans in advance and then systematically review merchandise lines and place orders while in the market. (456) Skill in using a resident buyer or buying office to the best advantage.		Invite a local buyer or store manager to discuss with the class the preparations that need to be made before the buyer goes on a buying trip and the selection and use of a resident buying office. If a guest speaker is not available, the teacher-coordinator should tape record an interview with a buyer in a large store. Prepare questions regarding preparation for a buying trip in advance of the interview. Also include questions concerning the selection and use of a resident buying office.
(469) Ability to make decisions on styles, quantities, colors, sizes, delivery dates, etc. while working "in the market" which will help fulfill the needs of the predetermined merchandise plan.	After completing the individual activity #1, LAP 15, (classroom) develop a list of questions to ask the guest speaker or develop an interview guide for the teacher-coordinator to use in interviewing the buyer in a large store.	
XI. Buying for the Customer (Consumer Demand)		
(488) Attitude that the customer is the determining factor in buying merchandise for a retail store or department.		Group #6, LAP 7, p. 157. Work in groups of 2-3 in preparing your list.
XII. Promotional Responsibilities		
(416) Knowledge of the ways to negotiate with manufacturers for the most advantageous advertising or promotional aid. (450) Skill in negotiating with manufacturers for the most advantageous advertising or promotional aids.		Form into three groups. One group will interview the manager of a grocery supermarket; one the manager of a service station; and one the manager of a department, variety or hardware store. Ask the manager the ways he uses to negotiate with manufacturers for the most advantageous advertising or promotional aid. Inquire about free or partially paid-for advertising aids, including cooperative advertising. Be sure to formulate your questions before going for the interview. This activity should follow your pre-test (classroom activity) (416), for this test will help you formulate your questions. You should also have completed the individual activity concerning competency (450) classroom activity.

Ass't Buyer - Department Store	Competency Area (Merchandising) Simulation II	
Competencies	Learning Activities	
	Individual	Group
(417) Knowledge of how to develop and submit departmental advertising plans for the coming season to management. (466) Skill in developing departmental advertising plan for the coming season.		Form into groups by simulated departments. Each department will prepare an advertising plan for three months. Members of the sales promotion division should serve as chairmen for this group activity. Prepare a budget to support your plan.
(493) Attitude that one must be constantly alert to "hot items" and follow through with additional merchandise and promotional activities.	Complete Handout #4, LAP 9, p. 215, by visiting a local store. (Teacher-coordinator will assign stores to be visited.)	Discuss the results of the visits to stores and the reports on Handout #4, LAP 9.
XIII. Complete Stock Assortments		
(436) Skill in maintaining a close relationship between stocks and sales.		After the individual activity, LAP 29, form into groups of 2-3 and discuss the information in Handouts 5, 6, & 7.
XIV. Competitive Market Conditions		
(489) A belief that if the store is to get its share of the business in its market area, merchandise must be bought and sold at competitive prices.		Divide into groups of 3-4 with a member of the merchandising division of your school store serving as chairmen. Discuss the matter of competitive pricing as it applies to items in the school store or as it applies to any sales project your chapter of DECA may sponsor.
XV. Factors Influencing Buying Decisions		
(468) Skill in comparing merchandise costs and such factors as transportation and discounts.		Members of the merchandising division will serve as a panel to discuss with the class the five questions on Handout #3, LAP 10, as these questions relate to the merchandise in the school store.

The packet of materials for the Operations and Management area includes classroom and simulation experiences to develop competencies required for entry and career level distributive occupations. You will note that these materials refer to Operations LAPS (Learning Activity Packages) and Management LAPS, since in the Interstate Distributive Education Curriculum Consortium these areas are treated separately.

Since many of the competencies are needed in the operation of the simulated and/or school store, portions of this packet should be taught early in the school year. A thorough review of the packet of materials for the first and second year should be made before a teaching calendar for the year is prepared. By design, several of the experiences suggested for the first year are repeated in the second year. These experiences may be varied in the second year to meet the needs of a particular group fo students or they may be omitted if tests show that the students have already developed the competency.

The topics for the Operations and Management area and the Instructional Materials cited are listed below.

Topical Outline - Operations and Management Area

I. Personnel Organization
II. Department Layout and Stock Arrangement
III. Store Policies
IV. Store Maintenance
V. Wrapping and Packing
VI. Customer Service and Facilities
VII. Delivery
VIII. Store Location
IX. Factors Influencing Business Operations
X. Store Protection
XI. Credit Services
  A. Advantages of Credit
  B. Credit Applications
XII. Expenses and Control
  A. Controlling Expenses
XIII. Receiving and Marking
  A. Receiving Merchandise
  B. Checking and Marking
  C. Recordkeeping
XIV. Check-Out at End of Day

Instructional Materials Cited

A Brief Guide to Electronic Alarm Systems. Columbus, Ohio: Ohio's Distributive Education Materials Laboratory, The Ohio State University, n.d.

"A Collection of Overhead Transparency Originals for D.E. II." Columbus, Ohio: Ohio's Distributive Education Materials Laboratory, The Ohio State University, n.d.

Ashmun, Richard D. and Edward T. Ferguson, Jr. Problems and Projects for Retailing Principles and Practices, Units 1-12 and Units 13-24. New York: Gregg Division/McGraw-Hill Book Company, 1974.

Bodle, Yvonne G. and Joseph A. Corey. Retail Selling. New York: McGraw-Hill Book Company, 1972.

Buckner, Leroy. Customer Services. New York: Gregg Division/McGraw-Hill Book Company, 1971.

"Business Locations" (Transparencies). Clemson, South Carolina: Vocational Education Media Center, Clemson University, n.d.

Cashing Checks. Dayton, Ohio: National Cash Register Company, n.d.

Department Store Problems. (In-Basket Simulations). Columbus, Ohio: Ohio's Distributive Education Materials Laboratory, The Ohio State University, n.d.

Ely, Vivien King. Organization for Marketing. New York: Gregg Division/McGraw-Hill Book Company, 1971.

Hartley, Robert F. Retailing Challenge and Opportunity. Atlanta, Georgia: Houghton Mifflin Company, 1975.

Jelley, Herbert M. and Robert D. Herrman. The American Consumer. New York: Gregg Division/McGraw-Hill Book Company, 1973.

Kohns, Donald P. Credit and Collections. Cincinatti: South-Western Publishing Company, n.d.

Management Learning Activity Packages. Columbus Ohio: The Interstate Distributive Education Curriculum Consortium, 1975.

Mason, Ralph E., Patricia Mink Rath and Herbert L. Ross. Marketing and Distribution, Second Edition. New York: Gregg Division/McGraw-Hill Book Company, 1974.

_____. Project Activity Guide for Marketing and Distribution. New York: Gregg Division/McGraw-Hill Book Company, 1974.

Moffett, Carol Willis. Getting Merchandise Ready for Sale. New York: Gregg Division/McGraw-Hill Book Company, 1969.

Operations Learning Activity Packages. Columbus, Ohio: The Interstate Distributive Education Curriculum Consortium, 1975.

Produce Department Layout and Customer Traffic Patterns. Chicago, Illinois: Supermarket Institute, Inc., n.d.

Reich, Edward, Leon Levy, and Robert Feldman. Basic Retailing and Distribution, Second Edition. New York: Pitman Publishing Corporation, 1970.

_____. Basic Retailing and Distribution Workbook. New York: Pitman Publishing Corporation, 1970.

Richert, G. Henry, Warren G. Meyer, Peter G. Haines, and E. Edward Harris. Retailing Principles and Practices, Sixth Edition. New York: Gregg Division/McGraw-Hill Book Company, 1974.

Richert, G. Henry, J.K. Stoner, and Kay B. Brown. Marketing Projects and Activities. New York: McGraw-Hill Book Company, 1970.

Ritch, Kelly. Receiving, Checking and Marking. Austin, Texas: Instructional Materials Laboratory, Distributive Education Department, Division of Extension, The University of Texas at Austin, 1969.

Simulations and Games. Columbus, Ohio: Ohio's Distributive Education Materials Laboratory, The Ohio State University, n.d.

Store Security. Columbus, Ohio: Ohio's Distributive Education Materials Laboratory, The Ohio State University, 1972.

"Supervision and Interpersonal Relations" (Filmstrip). Reading, Ma.: Addison-Wesley Publishing Company, n.d.

Troxell, Mary D. and Beatrice Judelle. Fashion Merchandising. New York: Gregg Division/McGraw-Hill Book Company, 1971.

Tyler, Elias S. and Eugene J. Correntbal. Materials Handling. New York: Gregg Division/McGraw-Hill Book Company, 1970.

Wingate, John W. and Harland E. Samson. Retail Merchandising. Cincinatti, Ohio: South-Western Publishing Company, 1975.

_____. Study Guides and Projects for Retail Merchandising. Cincinatti, Ohio: South-Western Publishing Company, 1975.

Salesperson - Department Store	Competency Area (Operations - Mgt.) Classroom I	
Competencies	Learning Activities	
	Individual	Group
I. Personnel Organization		
(758) An awareness that personnel organization enables each person employed to make a contribution to its successful operation.	(Read and complete handout) Management - LAP 1 - #1, p. 10. Read: "What Organization Is and Does," Organization for Marketing, pp. 1-3. Read: "Small Store Organization" and "Large Store Organization," Retail Merchandising, pp. 135-137.	In a small group discussion, define the following words and explain their importance in an organization. Create or discuss situations where an incident in this area has occurred. Words for discussion: a. Personnel b. Morale c. Recognition d. Absenteeism e. Personnel Turnover
II. Department Layout and Stock Arrangement		
(627) Impulse and convenience goods are located on lower floors or near the entrance while staple or shopping goods are located to the back or on upper floors.	Management - LAP 26 - post-test, p. 18. Read: "What People Buy," Retailing Principles and Practices 6th Ed., pp. 221-223. Read: "Types of Goods," Basic Retailing and Distribution, pp. 215-216. Read: "The Layout," Retail Merchandising, pp. 94-96.	(Read and Group Discussion) Management - LAP 26 - #3, p. 10. Review "Produce Training Slides" while teacher-coordinator reads script.
III. Store Policies		
(749) That management, supervisors, and employers require a framework of policies and procedures within which to operate.	Management - LAP 3 - #2, p. 58. Read: Ch. 5, "Store Policies," Retail Merchandising, pp. 170-176. (Coordinator may read and interpret information to students)	Management - LAP 3 - #5, p. 59. Case Problems - 5A-2 and 5B-2, Retail Merchandising Study Guides and Projects, p. 268.
IV. Store Maintenance		
(614) The functions of store maintenance.	Operations - LAP 1 - #2, p. 16.	Operations - LAP 1 - post-test, p. 21. In a group discussion, describe the relationship between store maintenance and customer good will.
(696) Skill in handling and caring for store equipment.		In a group discussion according to occupational interest, decide what you could do to aid in the handling and caring for equipment in your type of store.
(615) Proper care of store equipment and proper stock arrangements can help prevent accidents.		Operations - LAP 2 - #3, p. 27.
(750) Attitude that a well kept store is a primary means of attracting and holding business.		Operations - LAP 1 - #3, p. 2.

Salesperson - Department Store	Competency Area (Operations - Mgt.) Classroom I	
Competencies	Learning Activities	
V. Wrapping and Packing	Individual	Group
(620) The customer gift wrapping services available--those that are free and those charged for.	Management - LAP 29 - pre-test, pp. 1-2. Read: "Part B - Wrapping Packages," Retail Merchandising, pp. 378-384. Read: "Gift Wrapping," Customer Services, pp. 50-51.	Management - LAP 29 - #4, p. 8. (Note to coordinator: Take slides of a gift wrapping service according to the enclosed script. Students should view a slide presentation on gift wrapping to view procedures for the proper wrapping of a package, pp. 143-146.)
(629) The most efficient methods to wrap and/or pack customer's purchases.	Listed below are a few items of merchandise. Determine whether the goods should be wrapped, unwrapped, exposed, bagged, or prepacked. 1. Marble-topped coffee table 2. Unassembled bicycle 3. Assembled bicycle 4. Canned foods 5. Meat 6. Lady's evening gown 7. Children's slacks 8. Men's suit 9. Books 10. Set of Corelle corning ware dishes.	Management - LAP 32 - post-test, p. 9.
(631) Prepacking of merchandise of either the retailer or the manufacturer helps by speeding up selling service, reducing damages, and handling costs and eliminating packing activities.	Operations - LAP 8 - #2, p. 2. Make a list of 6 items that would be prepackaged from each of the following stores: a. Retail store b. Hardware store c. Discount store Give a reason for each item that shows how and why the customer will benefit from prepacking or prepackaging. Read: "Packaging Materials and Forms," Marketing and Distribution, pp. 301-304. Activity - "Study a Product Package," Project Activity Guide for Marketing and Distribution, p. 99. MAP (Product and/or Service Knowledge) Bronze - #9.	Operations - LAP 8 - #4, p. 2. (Take post-test, p. 5)
VI. Customer Services and Facilities		
(622) Mail and telephone order services not only build customer goodwill but also help increase sales.		Divide into small groups. Create a list of reasons that give support to mail and telephone selling and why this service is increasing. With another classmate, act out the process of placing and receiving a telephone order for merchandise. Demonstrate one "good" tele-demonstration and "improper" telephone sales demonstration. Have class critique each demonstration. Note to coordinator: Attempt to obtain teletrainers from telephone company.

*Script for Slide Presentation

GIFT WRAPPING

Slide

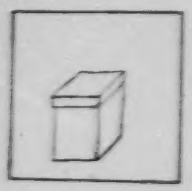
#1 - Two glasses are sitting on wrapping desk.

Before you begin to wrap merchandise, check to make sure that the merchandise is in proper condition (ex. no rips, cracks, defects). Also, be sure that you have a cleared area with all of the necessary wrapping equipment or materials.

#2 - Shows salesperson removing price tickets from merchandise.

If the merchandise is to be a gift to someone, be sure to remove all price tickets from the merchandise.

#3 - Salesperson selecting a box for merchandise.

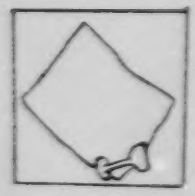


Select a box that is the appropriate size for the merchandise. Be sure to allow space for the tissue paper in which the item will be first wrapped.

#4 - Salesperson lining box with tissue paper.

Line all boxes with a sheet of tissue paper. Breakable items may require 3 or 4 sheets of tissue. Fold the paper in the center so that it fits properly in the box. Fold the 2 ends over the merchandise when the item is placed into the box.

#5 - Wrap glass in tissue paper.



In this particular case, wrap the glass in tissue paper. Place the glass diagonally on the tissue paper. As the paper is rolled around the glass, tuck the ends inward to give the glass more protection. Other non-breakable merchandise would not need to be individually wrapped because the lining in the box would be sufficient.

#6 - The first glass is in box.

Place the glass to one side of the box so that it fits securely, but is not crushed.

Slide

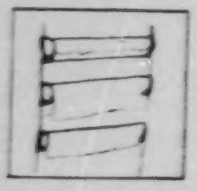
#7 - Salesperson wrapping second glass.

Wrap the second glass in the same manner.

#8 - Salesperson placing glass in box beside other glass.

The 2 glasses should fit in the box without any room for movement. If there is a space gap, fold a piece of tissue paper to fill in this area.

#9 - Salesperson selecting wrapping paper.



If the customer is paying for the gift wrap, he or she will be able to select the wrapping paper. A free wrap usually has just one type of paper. The amount of paper torn off the roll must be sufficient to cover the box. Avoid being wasteful with the wrapping supplies.

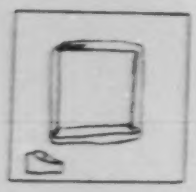
#10 - Salesperson cutting paper to fit box.

Cut the paper so that there is just enough excess to completely cover the box and the ends.

#11 - Box is face down. Wrapping paper is being taped around the center. Ends are still open.

The box is always turned face down so that the smooth side of the wrapping paper will be on the top when the package is finally finished. Be sure that the wrapping paper is long enough so that the paper can be brought to the middle of the box and taped. The other edge must then reach entirely across the bottom on the package so that it will hang over the edge approximately 2 inches. Crease this end of paper on the edge of the box and fold under. This makes the bottom smooth and leaves the seam of the paper on the edge of the box.

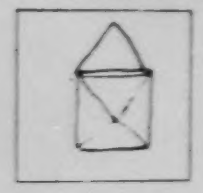
#12 - Salesperson attaching tape to box.



In taping the package, tape that is sticky on both sides is most appropriate. Place the tape under the edge of seam so it sticks to the box. By doing this, the tape does not show and adds a finished look to the package. If two-sided sticky tape is not available, attach regular tape to the crease with half of the sticky side still exposed. Fold exposed side under and press to the box. The same finished effect is created.

Slide

#13 - Salesperson folding in side end (one side already is folded).



The package is still upside down. To fold side end, first fold paper down against the box so that approximately 1/4" to 1/2" of the box is exposed. Tape this end. Fold the side edge towards the center of the box. Now, bring up the final bottom flap and fold over to give a finished look. Apply tape in the same manner so that it does not show.

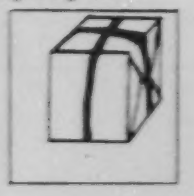
#14 - Salesperson measuring ribbon around package.

Turn package so that right side is up. The ribbon must be color coordinated with the wrapping paper. Measure the ribbon around the package to make sure that it will fit completely all the way around.

#15 - Salesperson taping end of ribbon in the center of the package.

Tape the ribbon in the center of the top of the package and wrap around the package once and cut. Tape end piece at original starting point.

#16 - Salesperson tying ribbon and leaving long ends.



Wrap the ribbon around the package so that it crosses the other ribbon just at the center of the bottom and top of the package. Tape the ribbon first as was previously done.

#17 - Salesperson pulling apart a premade bow above package with ribbon wrapped around it.

In most stores there is a bow maker. In this case, pull the ribbon loops apart and fluff the bow.

#18 - Salesperson holding final bow after all ribbon loops have been separated.

The final bow looks like a full pom-pom bow.

Slide

#19 - The bow is being attached to the package.

The bow has 2 long strings attached beneath the fullness of the bow. Slide one of the strings under the ribbon in the center of the top of the package. Tie the 2 strings together so that the bow is securely attached to the package.

#20 - Slide of finished produce - gift wrapped package.

The package comes out looking beautiful.

#21 - Three or four packages wrapped differently.

Packages can be made to look different by just changing the colors and the position of the ribbon and bows. Little extras can be added to make the packages more individualized.

#22 - Salesperson ringing up a sale for gift-wrapping service.

Most fancy gift wraps cost from $.50 to $3.00 depending on the size of the package and the selection of wrapping paper.

*Script developed by Stephanie M. Dowdy

Salesperson - Department Store	Competency Area (Operations - Mgt.) Classroom I	
Competencies	Learning Activities	
	Individual	Group
		Case Study - "Working with People," Customer Services, p. 53.
(623) The availability and location of customer facilities.	Management - LAP 25 - #1, p. 9 (Take pre-test and review answers)	
(753) An awareness that customer facilities help meet competition, encourage one-stop shopping and attract customers to the store.	Management - LAP 27 - pre-test, p. 9. Read: Unit 10 -"Customer Services,"Marketing and Distribution, pp. 436-457.	Small Group Discussion of Management - LAP 27 - post-test, p. 14.
(754) An awareness that special customer services and accommodations build customer goodwill and help increase sales.	Management - LAP 27 - pre-test, p. 33. Management - LAP 27 - #1, p. 34. From the enclosed list p. 148, on customer services and facilities, select 6 that you feel are most important. Give a reason why that particular service conveys goodwill in your estimation and why might it increase sales. Following this initial activity select one class member to use the overhead projector or a blackboard and tally every student's responses. Create a list of personal services that are most important to that class. Rank the services in order of importance. The first class may want to compare their results with the second group.	
XII. Delivery		
(755) An awareness of the part delivery service plays in promoting good public relations for the store.	Management - LAP 31 - #1, p. 2. Read: "Delivery," Customer Services, pp. 46-48. Read: "Delivery," Retailing Challenge and Opportunity, pp. 330-332. Read: "Delivery Services," Retail Merchandising, pp. 150-152.	From your community, invite a speaker from a local business to speak on the role of delivery in his business. An appropriate speaker would be a florist, hardware, furniture or appliance store. Students should have previously prepared questions to ask the employer.
(756) An awareness that to improve delivery systems, transactions should be recorded accurately and legible and delivery date promised carefully.	Read: "Self-Evaluation," Retail Selling, pp. 279-281.	Case Problem: Carl Martin works in the delivery department of Miller and Rhoads. He has noticed that every ticket with the initials "PSA" that comes from women's dress department is very hard to read. He usually cannot make out the address. Therefore, the ticket must be sent back to the department and the address and customer traced to insure proper delivery. What are all of the problems that occur because of this situation?

LIST OF CONSUMER SERVICES AND FACILITIES
(Use with competencies 623, 753 and 754.)

A. Delivery Services

B. Returns and Adjustments

C. Credit Facilities

D. Shopping Aids

1. Personnel shopping service
2. Interior decoration services
3. Gift wrap - free boxes
4. Free telephone service for outlying section (800 toll-free number)
5. Parking facilities

E. Miscellaneous Services

1. Hospital or first-aid service
2. Information desks
3. Post office
4. Checking service or lockers
5. Fur storage
6. Nursery
7. Various types of instruction (free and paid)
8. Auditorium service
9. Ticket office and travel bureau
10. Restrooms and lavatories
11. Telephone pay stations
12. Shoe repair
13. Cafeteria
14. Optometrist
15. Layaway desk
16. Engraving, monogramming
17. Bridal services
18. Auto center
19. Jewelry repair
20. Check cashing facilities and payment desk
21. Lost and found department
22. Shopping carts
23. Beauty salon
24. Barber shop
25. Fitting rooms
26. Alterations

Salesperson - Department Store	Competency Area (Operations - Mgt.) Classroom I	
Competencies	Learning Activities	
	Individual	Group
		(Note to coordinator: Answers could be - Delivery to wrong address; customer mad because of the delay; frustration on the part of the delivery man; merchandise being handled unnedessarily; time is lost because salesperson must "hunt" the sale and customer down; etc.)
VIII. Store Location		
(757) An appreciation of the importance of location to the success of a store.	Read: "Location," Basic Retailing and Distribution, pp. 407-409.	Management - LAP 24 - #3, p. 22.
	Read: "Selecting a Specific Site," Retailing Challenge and Opportunity, pp. 95-96.	
	Coordinator: Obtain transparencies from Clemson University on "Business Locations." Present material so that students will understand location sites.	Divide into small buzz groups. Create a list of items that would help to increase the success of a business in relation to location. (Ex. - free bus service, free downtown parking, redesign parking area, remodeling) Note: This activity should be done in connection with lecture from references.
	Read: "Type of Location," Retailing Principles and Practices, pp. 544-548.	
	Problems - #A - Problems and Projects for Retailing Principles and Practices, pp. 95-98.	A real estate agent should speak to the class about the importance of location for a business in regards to success.
		Using page number 150, complete the project, "Selection of Best Location." Following your choice, a class consensus should be taken to see in what area the majority of people placed the specific store.
IX. Factors Influencing Business Operations		
(695) Ability to determine in various situations the most efficient way to get the job accomplished.		Management - LAP 17 - #3, pp. 23-24. (Inquire about filmstrip before this competency is covered. "Supervision and Interpersonal Relations" from Addison-Wesley Publishing Reading, MA 01867.)
X. Store Protection		
(621) A. How to authorize customer checks according to store policy.	Read and complete programmed instruction, Cashing Checks by NCR.	The teacher will discuss passouts "Do's and Don'ts for Cashing Checks," and "Basic Precautions When Cashing Checks" taken from Store Security, D.E. Materials Laboratory, Columbus, Ohio. Divide into small groups to see if students can understand the why behind the do's and don'ts and the reasons for such precautions.

SELECTION OF BEST LOCATION

Using the following numbers, indicate the best general location, in your opinion, for each of the following types of businesses. Ask one of your parents, friends, or some other person to also indicate their selection, without showing them your choice. Copy their answers onto the sheet. Finally,get a class consensus of where the store should be located and see how close you were to the entire group's decision.

Location	Explanation
1. Downtown	This is the complete shopping district of the city. It is the transportation hub and the focal point of community life.
2. Secondary Business District	Groupings of commercial enterprises which are larger than neighborhood centers and yet less inclusive than the central downtown business district. In small cities, these secondary business districts are almost non-existent but in very large cities they tend to form concentric rings around the downtown core. (Ex. bakeries, light industry, automobile dealers, funeral homes)
3. String Streets	A group of stores lining both sides of a "main street" in succession. These streets usually cross the main street.
4. Neighborhood Plaza	Focal point of a neighborhood shopping plaza is usually a supermarket, laundry, dry cleaning establishment and a variety store. There are only a few stores in a neighborhood plaza.
5. Regional Shopping Center	This shopping area may serve several counties and is usually located near the intersection of two or more main traffic arteries. The center in some ways duplicates the downtown center in that it seeks to offer all shopping conveniences but in a more centralized area.

MORE THAN ONE NUMBER CAN BE USED IF APPLICABLE.

Fill in the box with: 1 - Downtown; 2 - Secondary Business District; 3 - String Street; 4 - Neighborhood Plaza; 5 - Regional Shopping Center

Type of Store	You	Other	Class
1. Supermarket			
2. Beauty Shop			
3. Service Station			
4. Dance Studio			
5. Hardware Store			
6. Variety Store			
7. Garden Store			
8. Sports Equipment			
9. Family Shoe Store			
10. High Fashion Apparel			
11. Department Store			
12. Furniture Store			
13. Camera Store			
14. Boats and Marine			
15. Liquor Store			
16. Leather Goods			
17. Stationery			
18. Card and Gift Shop			
19. Men's Apparel			

Salesperson - Department Store	Competency Area (Operations - Mgt.) Classroom I	
Competencies	Learning Activities	
	Individual	Group
		Coordinator: Try to borrow the rubber stamp from a supermarket or merchant that is stamped on back of check to provide extra information about the person.
(651) B. How to contend with cases of shoplifting according to store policy and procedures.	Operations - LAP 22 - #1, p. 20. Students should read and react to the letter from the shoplifter, taken from Store Security, D.E. Materials Laboratory, Ohio, Dec. 1972. A return letter should be written to the shoplifter from the salesperson.	Coordinator's Note: See list of films, page 152 on shoplifting. Show a film to emphasize what impact shoplifting can have on a store. Part I Divide into small groups. Each group discuss the case study taken from Store Security, D.E. Materials Laboratory, Dec.1972, p. 33. Try to find as many answers to the second question as you possibly can. Part II Brainstorm ideas and list on blackboard or overhead as many suggestions as possible that would help a store to prevent shoplifting. Coordinator's note: A list has been included that will help students to get started with the discussion. Note to coordinator: "Security Check List" taken from Store Security, Distributive Education Materials Laboratory, Dec. 1972, will be helpful to students following a discussion of their own policies. Use after the group Part II of this activity. Note to coordinator: Invite a local lawyer or police officer to class to explain the laws for shoplifting and general procedure that is taken most often in the apprehension of a shoplifter. Handout "Points to Remember," Store Security, D.E. Materials Laboratory, Ohio, Dec. 1972, could possible be used with guest speaker.
1. Protection of merchandise, property and fund.		
(699) Skill in recognizing and handling shoplifting.	Operations - LAP 22 - #2, p. 2. (Have students discuss rather than write a summary.)	Operations - LAP 22 - #5, p. 3.

FILMS AND FILMSTRIPS

Write to the headquarters of the Small Business Administration in your state for the film department address for films #1 and #2.

1. "Million Dollar Customer"
2. "They're Out to Get You"

3. "Burglary Is Your Business" $10.00 Rental

   U.S. Government Films
   Sales Branch
   National Audio-Visual Center
   Washington, D.C. 20409

4. "The Shoplifter" $10.00 Rental

   University of Colorado
   Bureau of Audiovisual Instruction
   Attn: Booking Clerk
   Boulder, Colorado 80302

Salesperson - Department Store	Competency Area (Operations - Mgt.) Classroom I	
Competencies	Learning Activities	
	Individual	Group
	Operations - LAP 22 - #1, p. 6. Note: This particular activity is to be used in conjunction with the above LAP activity. In a class discussion, using the "The Ten Types of Shoplifters," Store Security, D.E. Materials Laboratory, Ohio, pp. 18-21, discuss the characteristics of these shoplifters. Decide how each of these types should be handled.	Operations - LAP 22 - #3, p. 6. Operations - LAP 22 - #4, p. 9.
	Operations - LAP 22 - #1, p. 9. Note to coordinator: Obtain from Distributive Education Materials Lab the publication, A Brief Guide to Electronic Security Alarm Systems. Students should cut pictures from magazines or create drawings to better explain the security systems available. Read: "Preventing Stock Shortages and Theft," Retailing Principles and Practices, pp. 132-139. Workbook Assignment - Part E, p. 48. Note to coordinator: You may make up a list and give it to students rather than have them devise their own lists. Read: "Control of Merchandise Shortages," Retail Merchandising, pp. 554-559. (Coordinator should explain the chapter, selecting that information which is most helpful to students.) Be sure to explain the campaign STEM. Read: "Preventing Shoplifting and Employee Theft," Retail Selling, pp. 363-372.	Break into small groups. Discuss the case study on p. 373, Retail Selling.
2. Protection against accidents and injury.		
(660) How to take care of employees' and customers' accidents in the store.	Operations - LAP 2 - #1, p. 2. As a review for the section on Store Protection, students should work the crossword puzzle on pages 154-155.	Operations - LAP 2 - #5, p. 2.
XI. Credit Services		
A. Advantages of Credit		
(735) An awareness of the advantages of credit to the store - produce sales that never have been made, increases the number of sales per customer and	Operations - LAP 17 - #1, p. 10.	Operations - LAP 17 - #1, p. 10.

CROSSWORD PUZZLE FOR STORE PROTECTION

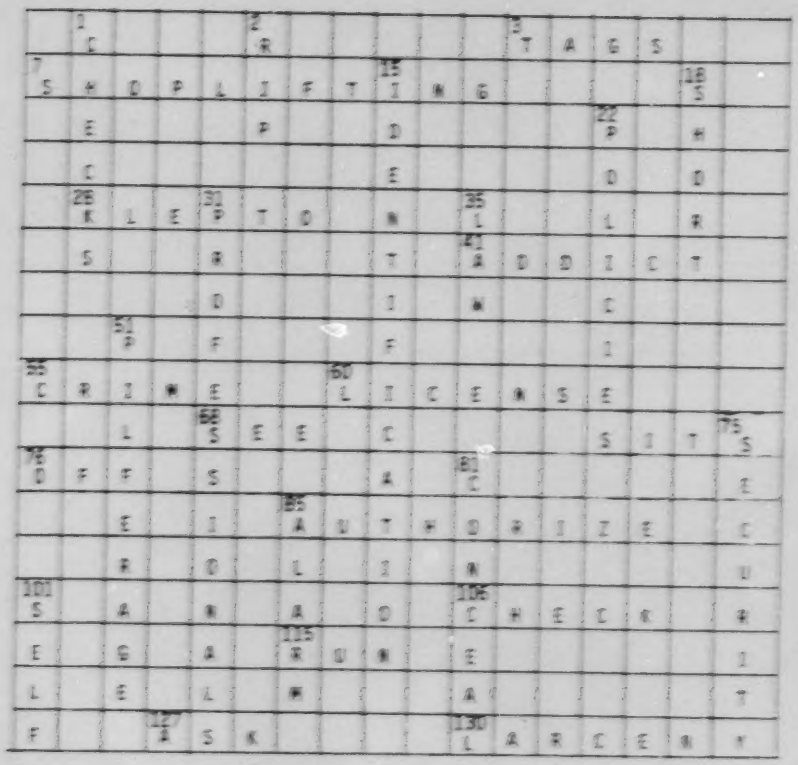
Across

3. Switching price _____ is against the law.
7. The theft of the stock from the selling floor by a customer.
29. A person with an abnormal impulse to steal is known as a _____ maniac.
41. A person who steals merchandise to support a drug habit.
55. Shoplifting is a _____ .
60. When seeking identification for a purchase made with a check, a driver's _____ will be one proof of identity.
68. If you _____ a shoplifter, you should notify security.
72. If a person _____ a large box on the counter and it blocks the salesperson's view of the merchandise, he may be using a booster box and trying to shoplift merchandise.
76. Rip-_____ is a slang term used in reference to shoplifting.
85. Be sure to have someone in authority _____ a check.
106. People may prefer to pay by _____ because they do not have to carry cash.
115. Amateur shoplifters may grab merchandise and _____ from the store.
127. To ward off shoplifters, be sure to always _____ customers if they need assistance.
130. Another word for theft is _____ and this is what a person is charged with if caught shoplifting. A preface for this word may be grand or petty.

Down

1. When an employee leaves the store with packages purchased in the store where he is employed, a security guard or designated person _____ the packages.
2. A _____-off deserves a bust.
15. To use checks to purchase goods, a person should have _____.
18. Shoplifters are also very often _____ change artists.
22. All stores usually have a set of _____ concerning how to handle shoplifting and shoplifters.
31. _____ are much harder to detect than an amateur shoplifter.
36. It is against the _____ to shoplift.
51. Employee or internal theft.
75. The department that should be notified if a shoplifter is suspected.
80. Shoplifters will _____ the merchandise so that they can get it out of the store.
85. Many stores have electronic _____ devices to detect shoplifters.
101. A salesperson should not take it upon him _____ to apprehend a shoplifter.

CROSSWORD PUZZLE FOR STORE PROTECTION*



*Developed by Stephanie M. Dowdy

Salesperson - Department Store	Competency Area (Operations - Mgt.) Classroom I	
Competencies	Learning Activities	
	Individual	Group
(735) attracts a better type of customer to the store. (cont.)	Read: "Why Do Retailers Extend Credit?", Basic Retailing and Distribution, p. 356. Read: "Why Merchants Offer Credit," The American Consumer, p. 357. Note to Coordinator: Show transparencies from Cash or Credit, Ohio Distributive Education Materials Laboratory, "Why Retailers Offer Credit."	
(736) An awareness of the advantages of credit to the customer - smooths out irregularities of purchasing power, is a shopping convenience, etc.	Read: "Is Credit Good or Bad?", p. 357 and "Advantages of Buying on Credit," The American Consumer, pp. 358-359. Operations - LAP 17 - #2, p. 2.	Operations - LAP 17 - #3, p. 2. Divide into two groups. Have one group make a list of all of the advantages of buying goods on credit. The other group of students should take a position on the advantages of paying with cash. Using the debate technique, the students should discuss the issue of "Cash vs. Credit." Note to coordinator: The list of advantages of each position taken from The American Consumer, pp. 358-360, may be helpful in getting students started in their discussions. Divide into groups of four. Develop a humorous skit showing the problems a consumer has paying only cash. For example, he must always carry money with him; limited to his selection depending on cash available; etc.
B. Credit Applications		
(601) How to interest credit policies to customers when opening accounts.	Note to coordinator: Using the original transparencies from Cash or Credit, Ohio Distributive Education Materials Laboratory, explain to students how to sell their customers on credit. Read: Credit and Collections, "Credit Applications," pp. 13-16.	
XII. Expenses and Control		
A. Controlling Expenses		
(617) Although management plans expense control budgets, the actual control must be carried out by the cooperative effort of all store employees.	Operations - LAP 15 - #1, p. 43. Read: "Controlling Expenses," Retail Merchandising, p. 561.	Operations - LAP 15 - #4, p. 47. Note to coordinator: If a guest speaker cannot come to the classes, tape record an interview with a merchant and play for students.

Salesperson - Department Store	Competency Area (Operations - Mgt.) Classroom I	
Competencies	Learning Activities	
	Individual	Group
(618) Seemingly small savings in some expense areas can mean a substantial gain in profits.	Operations - LAP 15 - pre-test 618B. Read: "Classifying Expenses," Retail Merchandising, pp. 484-485.	Operations - LAP 15 - #5, p. 11.
(619) Careful use of supplies will help control expenses.	Operations - LAP 15 - pre-test 619, p. 22. Post-test 619, p. 29.	Operations - LAP 15 - #3, p. 23.
XIII. Receiving and Marking		
(701) In determining shipping and receiving discrepancies and taking the proper action.	Read: "Checking in Receiving Room," Retailing: Challenge and Opportunity, p. 348. Read: "The Receiving Point," Retail Merchandising, p. 276. Read: "Receiving the Order," Basic Retailing and Distribution, pp. 138-145. Read: "If Shipment Are Over, Short, or Wrong," Materials Handling, pp. 209-210.	Operations - LAP 4 - #4, p. 16. LAP 4 - #4, p. 19.
A. Receiving Merchandise		
(638) The procedures involved in checking merchandise against an invoice.	Operations - LAP 5 - #2, p. 16. Read: "Checking the Order," Basic Retailing and Distribution, pp. 146-149.	
(634) Procedures for reporting and handling damaged merchandise.	Operations - LAP 11 - #2, p. 2. Operations - LAP 11 - #1, p. 5. Read: "Damaged and Incorrect Shipments," Materials Handling pp. 206-209. Note to coordinator: Duplicate the Damaged Merchandise Report from LAP 11, p. 6. Each student will fill out the form for damaged merchandise from the LAP. Problems are on page 156.	Operations - LAP 11 - #3, p. 2. Operations - LAP 11 - #4, p. 9.
B. Checking and Marking		
(708) Skill in accurately checking in merchandise against an invoice.	Read: "Maintaining Receiving Records," Retailing Principles and Practices, pp. 115-119. Complete activity: "Can You Answer These?", Problems and Projects for Retailing Principles and Practices, Units 1-12, p. 45. Read: "Checking the Contents of the Shipment," Materials Handling, pp. 202-204.	Operations - LAP 5 - #3, p. 33.

PROBLEMS CONCERNING DAMAGED MERCHANDISE

#1 You are requesting a damaged report on merchandise which was received in the shipping room. The shipment of shirts was damaged because the carton got wet somehow before the delivery to the store. In filling out the report, the shirts which were damaged were:

Size 14	1 dozen
Size 15	3 dozen
Size 15 1/2	3 dozen
Size 16	2 dozen
Size 16 1/2	2 dozen

The stock number is #47830 on all the shirts. You do not have fill-in spaces concerning old price, new price, and amount of adjustment because the buyer or assistant buyer will fill in those areas.

Fill out report according to information given above.

#2 During a sale, certain articles of merchandise were damaged and were not salable even at the sale price. Your buyer has asked you to record those items on the damaged merchandise report. The items you find damaged are listed below:

	Stock No.	Quantity	Size	Old Price
4 Blouses	612	(1)	14	6.00
		(1)	16	
	432	(2)	8	
3 Pair of Shorts	556	(1)	7	4.00
	520	(1)	11	3.00
	401	(1)	6	5.50
1 Halter Top	780	(1)	10	4.00

The buyer wants you to fill in all the blanks and she will fill in the new price and the amount of adjustment. This report is being requested by you.

Salesperson - Department Store	Competency Area (Operations - Mgt.) Classroom I	
Competencies	Learning Activities	
	Individual	Group
	Read: "Checking - Part II" and "Methods of Checking," Receiving, Checking, and Marking, pp. 39-42. Read and complete questions on a blank piece of paper: "Checking Merchandise," Getting Merchandise Ready for Sale, pp. 84-91. Case Problem - Problems and Projects for Retailing Principles and Practices, p. 50. Complete activity 7-1, "Define Receiving and Marking Terms," p. 82.	
(644) How to operate price marking machines.	Operations - LAP 9 - #1, p. 2.	Operations - LAP 9 - #5, p. 5.
	Operations - LAP 9 - #2, p. 9.	Operations - LAP 9 - #3, p. 9.
(710) Skill in operating price marking machines.	Read: "Marking Equipment," Receiving, Checking and Marking, pp. 54-56. Read: "Marking Merchandise," Retail Merchandising, pp. 286-287. Read: "How Tickets are Made," Basic Retailing and Distribution, pp. 157-158. Activity 7-1, Marking Procedures, Marketing Projects and Activities, pp. 83-84.	
(645) How to put price tickets on various types of merchandise.	Operations - LAP 9 - #1, p. 35.	Operations - LAP 9 - #3, p. 35.
(709) Skill in putting price tickets on various types of merchandise.	Note to coordinator: Make transparency from price ticket taken from Fashion Merchandising, p. 237. Explain what the numbers mean on this particular ticket.	Operations - LAP 9 - #3, p. 51.
	Read: "Marking," Marketing Projects and Activities, pp. 82-83. Read: "Marking Merchandise," Retailing Principles and Practices, pp. 122-128. Retailing Project #7 - Problems and Projects for Retailing Principles and Practices, p. 51. Problems, Part D. Problems and Projects for Retailing Principles and Practices, p. 48. Read and complete questions for "Marking Merchandise," in Getting Merchandise Ready for Sale, pp. 98-108.	Part I Collect at least 20 price tickets from different types of merchandise. Ask friends and neighbors to save price tickets for you. Mount your tickets on a piece of construction paper. Write a summary about your evaluation of the price tickets which you have collected. Part II Create a classroom exhibit or a bulletin board from the price tickets which the entire class collected.

Salesperson - Department Store	Competency Area (Operations - Mgt.) Classroom I	
Competencies	Learning Activities	
	Individual	Group
	Read: "Marking Merchandise," Retail Merchandising, pp. 286-292. Complete activity: Chapter 9, Part C, "Marking Merchandise," Retail Merchandising Workbook, p. 51a and activity 9 C-4, p. 52a.	
C. Recordkeeping		
(647) The terms used in connection with the merchandise receiving and marking process such as buyer's order, invoice, apron, price code, blind check, direct check, receiving record, bill of lading, vendor and vendee.	Operations - LAP 5 - #2, p. 2. Take: Operations - LAP 5 - post-test, p. 10. Read: "Receiving and Handling Incoming Shipments," Materials Handling, pp. 199-204. Complete activity: "Know Your Field," #1 and #2, Materials Handling, p. 205. Read: "The Mechanics of Unit Control," Fashion Merchandising, pp. 228-234. Read: "Quantity Check," Retail Merchandising, pp. 282-285. Read: "The Buyer Orders the Goods," Basic Retailing and Distribution, pp. 128-130.	Operations - LAP 5 - #3, p. 2. Operations - LAP 5 - #4, p. 2. Using the terms connected with this competency and any other terms in the Store Operations and Management, play the quiz show game,"Jeopardy," Simulations and Games, D.E. Materials Laboratory, Ohio.
(640) The use of forms and reports necessary in stockkeeping.	Operations - LAP 10 - #1, p. 10. Operations - LAP 10 - post-test, p. 20. Read: "Stocking and Storing the Merchandise," Materials Handling, pp. 220-224. Complete activity: "Know Your Field," #1 and #2, Materials Handling, pp. 225-226. Read: "Requests from Customers," Retail Selling, p. 306. Read: "Stockkeeping," Basic Retailing and Distribution, pp. 171-177. "Activities," #1, Basic Retailing and Distribution, p. 178. Read: "Sources of Information," Basic Retailing and Distribution, pp. 121-122. "Activities," #1 and #2, Basic Retailing and Distribution Workbook, p. 28.	Operations - LAP 10 - #5, p. 10.

Salesperson - Department Store	Competency Area (Operations - Mgt.) Classroom)	
Competencies	Learning Activities	
	Individual	Group
XIV. Check-out at End of Day		
(432) How to "close out" the department at the end of a selling day.	Operations - LAP 14 - #1, p. 26. Read: "Cash Register Closing - Cashing Up," Retail Selling, pp. 150-151.	Operations - LAP 14 - #3, p. 22. Note to coordinator: In a group setting, have a cash register representative demonstrate how this particular brand of equipment is closed out each evening.
(433) How to record and report federal and State sales tax.		Note to coordinator: Review the tax laws in your state that pertain to merchandise sold in school stores.
(434) How to use sales sheets in reporting of daily sales in a department.		Operations - LAP 14 - #4, p. 11.

Salesperson - Department Store	Competency Area [Operations - Mgt.] Simulation 1	
Competencies	Learning Activities	
	Individual	Group
I. Personnel Organization		
(758) An awareness that personnel organization enables each person employed to make a contribution to its successful operation.	In a store that is related to your occupational interest, interview the manager to find out what the organizational chart is like. Draw a chart to explain how the firm is organized. Make any suggestions that you feel would improve the organization.	Management - LAP 1 - #4, p. 11.
II. Department Layout and Stock Arrangement		
(827) Impulse and convenience goods are located on lower floors or near the entrance while staple or shopping goods are located to the back or on upper floors.		According to occupational interest divide into groups and design a layout for the merchandise in your store. Be sure to label your merchandise according to categories (shopping, convenience, and impulse goods). Have students work with layout kit. Obtain from: Magform Designer's Kits, Store Planning Layout, Kidde Merchandising Equipment, Inc., Dept. R-3, 100 Bidwell Road, Box 328, South Windsor, Conn. 06074, $12.50.
	Visit a store in the area of your occupational interest. As you walk into the store list 3 products in each of the categories (impulse, convenience, and shopping) and where they are located. Check with the store manager to see if you have correctly categorized the merchandise.	
III. Store Policies		
(749) That management, supervisors, and employers require a framework of policies and procedures within which to operate.		In a buzz group discussion, decide on how you as the manager of a store would relate the importance of store policies to your employees during a store meeting.
	Interview a store manager and find out why he feels store policies are important and necessary to a store. Write down major points and share your opinions with your coordinator. Imagine that you own your own store. What are 7 store policies that you would build into your system? Discuss these policies with another classmate and decide if you should add some more important policies. Review list with coordinator.	Different teams of students in the role of store employees should be assigned to debate the following statements: 1. It is generally best to have store policies stated in general terms to permit various interpretations. 2. Stores should discontinue credit to any customer who fails to pay within 30 days after billing. 3. Customers who ask for merchandise delivery should be charged for the cost of this service. 4. In the long run a liberal return policy will be of great benefit to a retail store.

Salesperson - Department Store	Competency Area (Operations - Mgt.) Simulation I	
Competencies	Learning Activities	
IX. Store Maintenance	Individual	Group
(614) The functions of store maintenance.	In your simulated store, list those activities which you feel are a part of the maintenance function. Share list with classmates. (Coordinator: From this activity, simulated store maintenance policies should be decided.)	Divide into small groups. Make a list of all the duties in your division and then in the entire store that would come under store maintenance.
(696) Skill in handling and caring for store equipment.	Operations - LAP 1 - #2, p. 9. You are the manager of the simulated store. What equipment in your store must be properly handled? Create a checklist for your store to make sure that every employee would understand the proper procedures. (For example: carpeting, air conditioning, display racks, mannequins, sales registers, sign machines, wrapping counter.)	Operations - LAP 1 - #4, p. 9.
(615) Proper care of store equipment and proper stock arrangements can help prevent accidents.	Operations - LAP 2 - #1, p. 27. Operations - LAP 2 - #2, p. 27.	Role play: You are taking a tour of the store in which you work. You find the following things in your store. a. Wrapping materials and hangers are lying on the flooring all around the wrapping counter. b. The chair for customers was placed in front of the curtains to a stockroom entrance. c. The mannequin stand in one particular display is very unsteady and wobbles when someone walks by the display. d. The seam in the carpet has a large rip in it. e. In the dressing rooms and stock areas, there were a few bulbs out. What accidents could occur in each of these situations? What could you do to alleviate these accident-prone situations?
(760) Attitude that a well kept store is a primary means of attracting and holding business.	Operations - LAP 1 - #1, p. 2. Visit 3 stores and list all those things which you feel degraded the store and took away from the appearance of the store. Beside each criticism, write how to improve these situations. (Use check-list from Retail Merchandising, pp. 104-105.)	
X. Wrapping and Packing		
(620) The customer gift wrapping services available -- those that are free and those charged for.	Using the basic techniques, wrap packages in a tissue paper. (Note to coordinator: During this activity, you should demonstrate each step of a basic wrap to the students and have them follow your directions. (cont.)	

Salesperson - Department Store	Competency Area (Operations - Mgt.) Simulation I	
Competencies	Learning Activities	
	Individual	Group
	Tissue paper should be supplied by Distributive Education Department but students should bring old boxes from home. (Coordinator may have to supply boxes to some students.)	
	Visit a store in your community that offers a gift wrapping service. Rate the store according to the form in Management - LAP 29, p. 5.	
	Part I (See classroom act. 143-46) Gift wrap a package after viewing the slides and/or watching a demonstration given by someone from business community or a person in the community who is talented in gift wrapping. Furnish your own materials (wrapping paper, scotch tape, ribbon, bow and box). Note to coordinator: Within your department supplies, gift wrapping materials could be purchased and supplied to the students.	Part II Following the session where students gift wrap a package, the class should select the best 5 or 6 gift wraps. These boxes should be displayed on a bulletin board.
(629) The most efficient methods to wrap and/or pack customers' purchases.	Management - LAP 32 - #1, p. 2.	Divide into small groups. Your group is planning the wrapping procedures for a large retail store that carries a wide assortment of gift items. Would you offer a free gift wrapping service? What are the advantages and disadvantages of such a service.
	In developing your skill in gift wrapping, wrap items such as: rakes, a saw, bowling ball, a globe, waste basket, a plant, umbrella, terrarium, lamp, baby car seat. Be sure to have other students rate your ability to wrap a package. (Note to coordinator: The coordinator will supply the students with enough newspaper to wrap difficult or different size merchandise.)	
(631) Prepacking of merchandise by either the retailer or the manufacturer helps by speeding up selling service, reducing damages, and handling costs and eliminating packing activities.		Pre-wrap the top of a tie box. This activity will help to show you how a retail store can pre-wrap merchandise.
VI. Customer Services and Facilities		
(622) Mail and telephone order services not only build customer goodwill but also help increase sales.	Management - LAP 30 - #2, p. 2.	

Salesperson - Department Store	Competency Area (Operations - Mgt.) Simulation I	
Competencies	Learning Activities	
	Individual	Group
	The next time a member of your family is planning to order merchandise by telephone, ask if you can place the order. Write a brief summary of your experience. Be sure to include the attitude that was conveyed by the salesperson. What improvements can you suggest?	
(623) The availability and location of customer facilities.	Using the enclosed list of customer facilities (see Classroom I, Competency 754), decide which facilities you would have in your "store" (in the area of your occupational interest); why you would have them; and where would they be located. Take a tour of a store. Compile a list of all the facilities which are offered by that particular store. Where are the facilities located? Explain how you might rearrange the store to better accomodate the customers.	
(753) An awareness that customer facilities help meet competition, encourage one-stop shopping and attract customers to the store.	Interview 6 people who all shop at one particular store in your area. Ask each person: Why do you shop at this store? (Make sure their answer is specific.) What draws you to this store rather than another similar store? Compare each response to see how many times the same convenience or service is mentioned.	Divide into groups of two--a dyad. Select 2 stores in or near your town that are similar. Visit these 2 stores and make a list of the same conveniences or services that are offered in those stores. List any additional services that one store may offer that the other does not.
(754) An awareness that special customer services and accomodations build customer goodwill and help increase sales.		Take a field trip to your downtown area. You should closely examine the store in your occupational area. (Note to coordinator: Assign students to specific stores so most stores will be visited.) After they evaluate their assigned stores, they should write a brief summary on the store and the services these stores offer. Each student should make at least 2 recommendations concerning that store and its customer offerings. Have the students report their findings to the class. The class should have a group discussion on the stores, their offerings, and what improvements could be made to create more goodwill in those stores.

Competencies	Learning Activities: Individual	Group
VII. Delivery		
(756) An awareness that to improve delivery systems, transactions should be recorded accurately and legibly and delivery date promised carefully.	*Management - LAP 21 - #1, p. 9. (Break into groups of 3 (triad) to tape the presentation. Each student should prepare a part and the 3 students must work together on the presentation before it is taped.) See the following page 167, "Problems Concerning Delivery." Complete delivery problems. You will need to use a calendar and the delivery rate schedule which is enclosed. All other necessary information will be included in problem. (Note to coordinator: Copies of sales checks can be designed from the blank sales check on p. 35, Problems and Projects for Retailing Principles and Practices, 6th Edition. Each student will need 4 sales checks. Be sure to check sales checks to make sure that they are accurate and legible. The correct delivery date should be recorded in the appropriate space. You may want to make up more problems to make sure students know how to use a delivery schedule.)	
VIII. Store Location		
(757) An appreciation of the importance of location to the success of a store.	*Management - LAP 24 - #2, p. 22. Select a business within the area of your occupational interest that you would like to start. Find a location in your town or in a city that would be suitable for this business. List your reasons for choosing this particular location. List disadvantages, if any, to this particular site.	
IX. Factors Influencing Business Operations		
(695) Ability to determine in various situations the most efficient way to get the job accomplished.	*Management - LAP 17 - #2, p. 22. (Change interviews to one store manager. Manager could possibly come and speak to class. If this occurs, students should have questions prepared to ask guest speaker.) Using Department Store Problems from Distributive Education Materials Laboratory, Ohio State, react to the situations which confront the handlines salesperson, p. 71. Follow directions and decide how you would handle each situation. Coordinator's note: For students interested in other areas, assign a designated career from the manual.	

DELIVERY DATE SCHEDULE
MILLER AND RHOADS - ROANOKE, VA.

Within Roanoke City, Roanoke County, Salem and Vinton, deliveries are made everyday. Purchases that occur before 2:00 p.m. will be wrapped that afternoon and delivered to the customer the following day. If the purchase is made after 2:00 p.m. the delivery will be delayed one day. This would also apply to other counties if delivery is scheduled for the next day.

Schedule for deliveries to:

Montgomery County - Monday and Thursday
Franklin County - Wednesday and Friday
Botetourt County - Monday, Wednesday, Friday

There is no charge for deliveries to these areas (no shipping charge).

Delivery Problems (All purchases are charged.)

Use your initials in the block marked "sold by"

#1 On May 12, at 11:00, Mrs. Clarence Robinson bought a pair of pants for her husband for $19.95 plus 4% sales tax. She would like them delivered to her home and would like to know what day they will be delivered. Her address is 4143 Texas Street, Salem. The department number is 623. Fill out the sales check completely.

#2 On Tuesday evening, April 29, Mrs. Estelle Goldman purchased 2 pairs of socks at $1.50 each and 2 shirts at $11.75 each plus 4% sales tax. When can she expect delivery? Mrs. Goldman lives in Botetourt County. Her address is Rt. 3, Box 24, Troutville, Va. The department number is 627.

#3 On Friday, May 16, at 2:30, Mr. Ken Brooks bought a new outfit for his wife's birthday. Mr. Brooks lives at 9460 Lincoln Avenue, Rocky Mount, Va. He would like the pantsuit he purchased delivered to his wife, Emily, by her birthday which is May 22. Rocky Mount is in Franklin County. The pantsuit came to $47.50 plus 4% sales tax. Can you insure delivery for Mrs. Brook's birthday? Complete the sales check. The department code is 402.

#4 On Tuesday, May 20, at 1:00 p.m., Miss Carrie Nelson purchases a gift for Mr. Carl Wilson, 207 Sherwood Court, Blacksburg, Va. The item purchased was a $27.00 jacket plus 4% sales tax. Miss Nelson charged the gift to her account. Her address is 5011 Campbell Avenue, Roanoke, Va. The department number is 556. What is the delivery date? Fill out the sales check and include all information.

Salesperson - Department Store	Competency Area (Operations - Mgt.) Simulation I	
Competencies	Learning Activities	
	Individual	Group
A. Store Protection		
(622) A. How to authorize customer checks according to store policy.	Interview 2 store managers and find out what their procedures are for authorizing checks. Write a brief step-by-step report on these 2 procedures. Your coordinator will give you a check for an imaginary purchase. It is your responsibility to find the error on the check. If the check cannot be approved, write on an authorization form why you would not accept the check. If you will accept the check, fill out the form and tell what identification you would ask for from the customer.	Divide into groups of 3. Using blank checks, one student in the group will write the check and the other 2 will fill out the authorization sheet. One student will be the salesperson who accepts the check. The third student will be the supervisor who approves the work of the salesperson to see if all needed information is provided. Rotate the roles so each person will have a chance to perform each responsibility. Using the examples for purchase amounts listed below, select the one you would like to use in your group. 1. $16.50 payable to Harold's Department Store on 6/7/75. 2. $29.50 payable to Jane Womens's Shop on 12/12/75. 3. $107.64 payable to Hunt's Sporting Goods on 5/25/75. 4. $52.67 to Fairchild's on 7/6/75. 5. $13.75 to Miller and Rhoads on 5/20/75. 6. $57.86 to Sears Roebuck and Company on 7/12/75. 7. $24.62 to Kinney's Shoes on 6/22/75. 8. $86.42 to Unicycle on 8/21/75.

Salesperson - Department Store	Competency Area (Operations - Mgt.) Simulation I	
Competencies	Learning Activities	
	Individual	Group
(651) B. How to contend with cases of shoplifting according to store policy and procedures.	Part I Write a store policy for your simulated store. Be sure to include all suggestions that would be a deterrent to shoplifting. You should have at least 10 suggestions on your list. Part II Discuss your policies in a group of 6. From all of the lists, decide on the best 15 policies that should be followed in the simulated store. The final step would be a class discussion to decide on the policies according to prevention of shoplifting for your simulated store.	Operations - LAP 22 - #4, p. 20.
1. Protection of merchandise, property and fund.		
(695) Skill in recognizing and handling shoplifting.		Using the role playing method, act out the situations on the page number 170. Note: Students should be given these situations after all information has been covered.
2. Protection against accidents and injury.		
(660) How to take care of employees' and customers' accidents in the store.	Talk to a store manager to find out his store policy concerning accidents. Write a brief summary of your visit so that you may tell the class about your findings.	Operations - LAP 2 - #4, p. 2. Role playing: You should be able to react according to each of the situations. See page 170. Divide into groups of 2. Write a skit about an accident in a store in the area of your occupational interest. Include in your skit an explanation of conditions before the accident occurred, the actual accident, how the accident was handled, and a concluding discussion on how similar accidents could be avoided.
XI. Credit Services		
A. Advantages of Credit		
(735) An awareness of the advantages of credit to the store - produce sales that never have been made, increase the number of sales per customer and attracts a better type of customer to the store.	Operations - LAP 17 - #1, p. 10. #2 is excellent for those schools that have access to businesses.	
(736) An awareness of the advantages of credit to the customer - smooths out irregularities of purchasing power, is a shopping convenience, etc.	Operations - LAP 17 - #1, p. 2.	

SHOPLIFTING
SIMULATED EXPERIENCES
(699)

A. You observe a customer walking toward the door carrying an item of merchandise. The store has no check-out counters. All transactions are taken care of in the individual departments. What would you do?

B. A woman drops her billfold and keys into a new purse on the counter. She then closes the purse. You are a salesperson in this department. What would you say to this woman or what would you do?

C. A woman is walking into the dressing room with 4 dresses. A large sign outside the dressing room reads: "Only 3 items at a time, please." How would you handle this situation?

D. You are busy with a customer when another customer enters your department. This customer seems to be acting very strangely. You are the only salesperson in the department. How would you effectively handle this situation?

E. While working in your department, you see a customer take an item and put it in his pocket. What would you do?

F. It is very busy Saturday afternoon when three small children enter your sporting goods department. You have asked them if they would like some help and they have refused but they continue to hang around the department. What would you do in this case?

G. A customer is in the dressing room for an extremely long period of time. When he finally comes out, he is carrying no merchandise and you only find empty hangers in the dressing room. You are sure that he carried merchandise into the dressing room. How would you approach this situation?

H. A teenager stops at the jewellery counter. Another customer is buying earrings and is looking at several different styles before making a choice. As the salesperson goes to the cash register, the teenager notices one pair of earrings was left on the counter. Glancing around, she slips the earrings into her coat pocket and wanders away. You happen to be coming on duty and you have seen the teenager take the merchandise. What would you do?

SIMULATED EXPERIENCES
(660)

A. A customer is walking through the department and happens to trip and fall on the hangers that are beside the cash register. When she fell, one of the hangers scratched her leg and it began to bleed slightly. The woman became very upset before she gathered herself from the floor. What steps would you take in this situation?

B. A co-worker had told you early in the day that she was not feeling well and was having dizzy spells. The department supervisor wants the stockroom straightened and has asked people to work in this area in shifts. When your friend is working the stockroom alone, you hear boxes falling and rush back to see that she has fallen off of the step ladder and is lying on the floor. What would you do?

C. A very young child is running up and down the aisles in your department. The tile floor has just recently been waxed and you are afraid the child will hurt himself. Just as you decide to say something to the boy, he runs, slips, and is thrown into a display case. The child lies still. What would you do?

D. A customer is looking for a can of soup that is not damaged. All of the soup is on the top shelf. As she is reaching for another can, two cans fall and hit her in the face. How would you attend to this accident?

E. Ned, the mechanic, had a bad habit of leaving tools and dollies lying around. Mr. Earls had frequently warned him that someday someone might get hurt if he didn't start putting tools and equipment away. You are an attendant at the station. One morning, Ned slips on the dolly and falls on his back. What would you do?

Salesperson - Department Store	Competency Area (Operations - Mgt.) Simulation I	
Competencies	Learning Activities	
	Individual	Group
	Interview three friends or relatives to report their views of buying with credit. Be sure to ask the following questions: Do you use credit? Where do you use credit most often? Why do you use credit (give two reasons)? What disadvantage do you see in using credit? Compile your results to see similarities in the reasons for using credit.	
B. Credit Applications		
(601) How to interest credit policies to customers when opening accounts.		Role play the following situation with a classmate. A customer comes into your store and after buying a shirt from you, inquires about your store's credit plan. For every account that is opened for the store by you, you receive $1.00. What would you say to this customer in regards to the benefits of a charge card at your store?
XII. Expenses and Control		
A. Controlling Expenses		
(619) Careful use of supplies will help control expenses.	Observe the use of supplies in your simulated store. What recommendations can you make to conserve these materials and reduce expenses to the store? Make a list to give to your coordinator. Very discreetly, visit a store in your community and observe how the salespeople conserve supplies. Be sure to also note if they waste materials. Report to the class on your observation and findings.	In small buzz groups of four, make a list of 3 ways which the use of supplies can be controlled in the following stores: a. Grocery store b. Discount store c. Specialty shop d. Department store
XIII. Receiving and Marking		
(701) In determining shipping and receiving discrepancies and taking the proper action.	Operations - LAP 4 - #2, p. 16. LAP 4 - #3, p. 19.	Role play: You are checking in merchandise at Cardill's. The receipt says that there are nine cartons but you count only seven and one of those is damaged. What would you do in this situation?
A. Receiving Merchandise		
(636) The procedures involved in checking merchandise against an invoice	Operations - LAP 5 - #2, p. 13. Complete forms for check-in shipment voucher against invoice statement. Problems on following page. Voucher is on page 173.	Operations - LAP 5 - #3, p. 13. Operations - LAP 5 - #4, p. 16.

CHECK-IN AND INVOICE PROBLEMS

1. The Caldwell Shirt Company sent a shipment of shirts to Kiser Department Store on October 24. You must check the merchandise in on the Merchandise Check Form. The items received are: long sleeve shirts, Style #624, 2 dozen print, 2 dozen blue, 2 dozen yellow, 2 dozen peach, 1 dozen white; dress shirts, Style #104, 1 dozen white, 1 dozen blue, 1 dozen peach; shirt coats, Style #564, 2 dozen off-white, 4 dozen tan. Fill out the form according to this shipment.

2. According to the figures of shipments in #1, check the shipping form against the invoice statement below. Circle any errors or discrepancies between the two forms. Write in the correct amount received on this invoice.

INVOICE

Customer Order No.	Order Date	Sold by	FOB	Terms	Shipped Via
5620	Aug. 31	F. Reeves	Shipping Pt.	8/10 EOM	Truck

Amount	Unit	Description	Print	Bl	Del	Peach	Tan	O-Wh	Wh	Unit Price	Amount
10	Dozen	#614 Long Sleeve Shirts	2	3	2	1	1		1	148.00	1480.00
3	Dozen	#104 Dress Shirts		1		1			1	300.00	900.00
7	Dozen	#564 Shirt Coats					5	2		330.00	2310.00
										Total	54890.00

3. The Appomattax Company sent a shipment of pants and jeans to the Kiser Department Store and it was received on October 31. You, as the checker, must receive the merchandise and record the shipment on the Merchandise Check Form. Kiser received the following shipment: Style #412, straight-legged dress pants, 4 dozen plaid, 2 dozen burgundy, 6 dozen navy-blue, 1 dozen brown; Style #221, casual pants, 3 dozen navy-blue, 3 dozen green, 3 dozen plaid, 1 dozen tan; Style #52, jeans, 5 dozen navy-blue.

4. Check the Merchandise Check Form for problem #3 against the invoice statement below. Circle any errors or discrepancies between the two forms. Write in the correct amount received.

INVOICE

Customer Order No.	Order Date	Sold by	FOB	Terms	Shipped Via
5780	Sept. 3	John Ballow	Shipping Pt.	10/10 ROG	Truck

			Plaid	Bur	Navy	Blk	Gr	Br	Tan	Unit Price	Amount
17	Dozen	#412 Straight-legged, dress pants	3	2	5	1	3	2	1	264.00	4488.00
3	Dozen	#572 Flair-legged, dress pants	1		1			1		240.00	720.00
9	Dozen	#221 Casual pants	2		3		3		1	192.00	1728.00
4	Dozen	#52 Jeans			4					102.00	408.00
										Total	57344.00

CHECK-IN SHIPMENT VOUCHER (638)

MERCHANDISE CHECK FORM

KROGER DEPARTMENT STORE

Shipment Form _____ Date _____

Style Number	Description	Amount Received (By Color)	Units	Total Units

Checker Signature _____

Salesperson - Department Store	Competency Area (Operations - Mgt.) Simulation I	
Competencies	Learning Activities	
	Individual	Group
(634) Procedures for reporting and handling damaged merchandise.	Operations - LAP 11 - #1, p. 2. Post-test - LAP 11 - 634A, B, and C, pp. 14-15-16.	Operations - LAP 11 - #4, p. 5. Visit a store in your area (grocery, discount, department) to observe how they receive merchandise into the store. Ask questions about how damaged merchandise is handled. Write a small report on your visit. Note to coordinator: You may wish to take students on a field trip to complete this activity.
(784) That damaged or spoiled merchandise must be kept at a minimum to protect the store's profit picture.	Operations - LAP 4 - pre-test, p. 44. Operations - LAP 4 - #1 or #2, p. 45.	
B. Checking and Marking		
(708) Skill in accurately checking in merchandise against an invoice.	Operations - LAP 5 - #2, p. 33. Operations - LAP 5 - #1, p. 37. Operations - LAP 5 - post-test, p. 60.	Operations - LAP 5 - #4 and #5, pp. 37-38. In groups of two, check in a shipment of merchandise being delivered to your simulated or school store. Be sure to compare shipment to the invoice. If you do not have this opportunity, check in fund-raising materials and compare with invoice.
(710) Skill in operating price marking machines.	Operations - LAP 9 - #4, p. 29. Operations - LAP 9 - post-test, p. 32.	Complete learning situations on the following page.
(645) How to put price tickets on various types of merchandise.	Operations - LAP 9 - #1, p. 42.	Operations - LAP 9 - #3, p. 42.
(709) Skill in putting price tickets on various types of merchandise.	Operations - LAP 9 - #2, p. 51.	Take a class field trip to the marking room of a store or take an individual field trip to any store of your choice. Observe what price tickets are used and how they are attached to the merchandise. Write a brief report on your visit. Using your Monarch Marking Machine labels which you have previously printed, attach labels to a specific group of merchandise. Note to coordinator: Students should build this activity upon the ones previously accomplished with the use of the marking machine.

PROBLEMS IN USING MARKING MACHINE

#1 Your school bookstore received a shipment of notebook paper. Each package of paper will sell for 41¢. You have to create labels for 3 dozen packages of notebook paper. Set the machine and run off 36 labels within the time limit set by your coordinator. Your learning manager will also give you the codes for the top line of your labels. Make these labels.

#2 A shipment of T-shirts which are pre-packaged in a plastic wrap arrive at your simulated store. Each T-shirt costs $2.75. You need to make labels for 2 1/2 dozen T-shirts. Your learning manager will give you codes for the first line. Make these labels within specified time limit set by the coordinator.

Salesperson - Department Store	Competency Area (Operations - Mgt.) Simulation I	
Competencies	Learning Activities	
	Individual	Group
C. Recordkeeping		
(640) The use of forms and reports necessary in stockkeeping.		Divide into groups of four. Develop a want slip for your simulated store. Design a means that will help you to know more about what your customers would like sold in the store. You will use your want slip in your approach to better customer service and merchandise. Discuss your ideas with class. Note to coordinator: Students might place want slips in a special area and have a suggestion box as one example.
	Activity: Interview a store manager or salesperson. Obtain a want slip if they are used in that particular store. If not, find out what procedure is used to stock the store with the merchandise that customers want.	
XIX. Check-out at End of Day		
(636) How to use sales sheets in the reporting of daily sales in a department.	Operations - LAP 14 - #1, p. 11. Operations - LAP 14 - post-test, p. 20. Note to coordinator: Students should be able to complete the set of problems on page 177, which deal with a sales sheet. Use the example of the sales sheet that was given in the LAP.	Operations - LAP - #1, p. 14.

SALES SHEET PROBLEMS

The register re-set figure is the amount that the register states you should have. Use the form in LAP 14, p. 20.

1. Register re-set figure: $116.35

   Department totals are: (1) $26.61 (2) $9.74 (3) $5.62

   (4) $14.82 (5) $28.09 (6) $41.67

   Voids are: (1) $10.82 (2) $5.65

   Actual amount in register: $119.73

2. Register re-set figure: $116.43

   Department totals are: (1) $15.76 (2) $42.67 (3) $32.65

   (4) $14.85 (5) $2.08 (6) $5.25 (7) $4.85

   Voids are: (1) $3.08 (2) $15.75

   Actual amount in register: $95.71

3. Register re-set figure: $58.87

   Department totals are: (1) $32.58 (2) $6.24 (3) $8.43

   (4) $6.21 (5) $1.50 (6) 1.62 (7) $4.29

   Voids are: (1) $5.21 (2) $6.40 (3) $ .52

   Actual amount in register: $47.31

Asst Buyer - Department Store	Competency Area (Operations - Mgt.) Classroom II	
Competencies	Learning Activities	
	Individual	Group
I. Personnel Organization	Not covered in Classroom II. See Classroom I.	
II. Department Layout and Stock Arrangement		
(027) Impulse and convenience goods are located on lower floors or near the entrance while staple or shopping goods are located to the back or on upper floors.	MAP (Marketing) Silver #12	(Read & Group Discussion) Management - LAP 26 - #3, p. 30.
III. Store Policies		
(144) That management, supervisors, and employers require a framework of policies and procedures within which to operate.		Management - LAP 3 - #5, p. 59.
IV. Store Maintenance	Not covered in Classroom II. See Classroom I.	
V. Wrapping and Packing		
(020) The customer gift wrapping services available-- those that are free and those charged for.		Note to coordinator: Take slides of a gift wrapping service according to the script in C 1. Students should view a slide presentation on gift wrapping to view procedures for the proper wrapping of a package.
VI. Customer Services and Facilities		
(022) Mail and telephone order services not only build customer goodwill but also help increase sales.		Management - LAP 30 - #4, pp. 1-3.
VII. Delivery		
(156) An awareness of the part delivery service plays in promoting good public relations for the store.		From your community, invite a speaker from a local business to speak on the role of delivery in his business. An appropriate speaker would be a florist, hardware, furniture or appliance store. Students should have previously prepared questions to ask the employer.
VIII. Store Location	Not covered in Classroom II. See Classroom I.	
IX. Factors Influencing Business Operations	Not covered in Classroom II. See Classroom I.	

Ass't Buyer - Department Store	Competency Area (Operations - Mgt.) Classroom II	
Competencies	Learning Activities	
X. Store Protection	Individual	Group
(661) B. How to contend with cases of shoplifting according to store policy and procedures.		Coordinator's note: See list of films on shoplifting. Show a film to emphasize what impact shoplifting can have on a store. (See C I) Part II Brainstorm ideas and list on blackboard or overhead as many suggestions as possible that would help a store to prevent shoplifting. Coordinator's note: A list has been included that will help students to get started with the discussion. (See C I) Note to coordinator: Handout "Security Check List" will be helpful to students following a discussion of their own policies. Use after the group part II of this activity. (See C I) Note to coordinator: Invite a local lawyer or police officer to class to explain the laws in your state for shoplifting and the general procedure that is taken most often in the apprehension of a shoplifter. Handout "Points to Remember" could possibly be used with guest speaker. (See C I)
XI. Credit Services	Not covered in Classroom II. See Classroom I.	
XII. Expenses and Control		
A. Controlling Expenses		
(618) Seemingly small savings in some expense areas can mean a substantial gain in profits.		Operations - LAP 15 - #5, p. 11.
XIII. Receiving and Marking		
B. Checking and Marking		
(644) How to operate price marking machines.		Operations - LAP 9 - #5, p. 3.
C. Recordkeeping		
(647) The terms used in connection with the merchandise receiving and marking process such as buyer's order, invoice, apron, price code, blind check, direct check, receiving record, bill of lading, vendor and vendee.		Operations - LAP 5 - #4, p. 2. Using the terms connected with this competency and any other terms in the Store Operations and Management, play the quiz show game, Jeopardy. Simulations and Games, D.C. Heath and Laboratory, Ohio.

Ass't Buyer - Department Store	Competency Area (Operations - Mgt.) Classroom II	
Competencies	Learning Activities	
	Individual	Group
[640] The use of forms and reports necessary in storekeeping.		Operations - LAP 10 - #5, p. 11.
XIV. Check-out at End of Day		
[650] How to "close out" the department at the end of a selling day.		Note to coordinator: In a group setting, have a cash register representative demonstrate how this particular brand of equipment is closed out each evening.
[651] How to record and report federal and State sales tax.	Operations - LAP 14, #12, p. 4. Note to coordinator: Modify activity to one where a representative from H & R Block or some other tax firm is a guest speaker.	Review the tax laws in your state that pertain to merchandise sold in school stores.

Ass't Buyer - Department Store	Competency Area (Operations - Mgt.) Simulation II	
Competencies	Learning Activities	
	Individual	Group
I. Personnel Organization		
(756) An awareness that personnel organization enables each person employed to make a contribution to the successful operation.		Management - LAP I - #4, p. 11.
II. Department Layout and Stock Arrangement		
(972) Impulse and convenience goods are located on lower floors or near the entrance while staple or shopping goods are located to the back or on upper floors.		According to occupational interest divide into groups and design a layout for the merchandise in your store. Be sure to label your merchandise according to categories (shopping, convenience, and impulse goods). Have students work with layout kit. Obtain from: Magform Designer's Kits, Store Planning Layout, Kiddie Merchandising Equipment, Inc., Dept. A-I, 100 Bridewell Road, Box 358, South Windsor, Conn. 06074. $12.50
	Visit a store in the area of your occupational interest. As you walk into the store list 3 products in each of the categories (impulse, convenience, and shopping) and where they are located. Check with the store manager to see if you have correctly categorized the merchandise.	
III. Store Policies		
(749) That management, supervisors and employers require a framework of policies and procedures within which to operate.		In a buzz group discussion, decide on how you as the manager of a store would relate the importance of store policies to your employees during a store meeting.
	Imagine that you own your own store. What are 7 store policies that you would build into your system. Discuss these policies with another classmate and decide if you should add some more important policies. Review list with coordinator.	
IX. Store Maintenance		
(934) The functions of store maintenance.	In your simulated store, list those activities which you feel are a part of the maintenance function. Share list with classmates. (Coordinator: For this activity, simulated store maintenance policies should be decided.)	

Asst Buyer - Department Store	Competency Area (Operations - Mgt.) Simulation II	
Competencies	Learning Activities	
	Individual	Group
(1345) Skill in handling and caring for store equipment.	You are the manager of the simulated store. What equipment in your store must be properly handled? Create a checklist for your store to make sure that every employee would understand the proper procedures. (For example: carpeting, air conditioning, display racks, mannequins, sales registers, sign machines, wrapping counter.)	
(1315) Proper care of store equipment and proper stock arrangements can help prevent accidents.		Role play: You are taking a tour of the store in which you work. You find the following things in your store: a. wrapping materials and hangers are lying on the flooring all around the wrapping counter. b. The chair for customers was placed in front of the curtains to a stockroom entrance. c. The mannequin stand in one particular display is very unsteady and wobbles when someone walks by the display. d. The seam in the carpet has a large rip in it. e. In the dressing rooms and stock areas, there were a few bulbs out. What accidents could occur in each of these situations? What could you do to alleviate these accident-prone situations?
A. Wrapping and Packing		
(320) The customer gift wrapping services available--those that are free and those charged for.	Using the basic techniques, wrap packages in a tissue paper. (Note to coordinator: During this activity, you should demonstrate each step of a basic wrap to the students and have them follow your directions. Tissue paper should be supplied by Distributive Education Department but students should bring old boxes from home. Coordinator may have to supply boxes to some students.) Part I Gift wrap a package after viewing the slides and/or watching a demonstration given by someone from business community or a person in the community who is talented in gift wrapping. Furnish your own materials (wrapping paper, scotch tape, ribbon, bow and box). Note to coordinator: Within your department supplies, gift wrapping materials could be purchased and supplied to students.	Part II Following the session where students gift wrap a package, the class should select the best 5 or 6 gift wraps. These boxes should be displayed on a bulletin board.

Competencies	Learning Activities: Individual	Group
XI. Customer Services and facilities		
[1220] The availability and location of customer facilities.		Management - LAP 25 - #3, p. 10.
[754] An awareness of special customer services and accomodations build customer goodwill and help increase sales.		Take a field trip to your downtown area. You should closely examine the store in your occupational area. (Note to coordinator: Assign students to specific stores so most stores will be visited.) After they evaluate their assigned stores, they should write a brief summary on the store and the services those stores offer. Each student should make at least 2 recommendations concerning that store and its customer offerings. Have the students report their findings to the class. The class should have a group discussion on the stores, their offerings, and what improvements could be made to create more goodwill in those stores.
XII. Delivery		
[756] An awareness that to improve delivery systems, transactions should be recorded accurately and legibly and delivery date promised carefully.	Management - LAP 31 - #1, p. 8. (Break into groups of 3 (trios) to tape the presentation. Each student should prepare a part and the 3 students must work together on the presentation before it is taped.) See "Problems Concerning Delivery" (Refer to Simulation I) Complete delivery problems. You will need to use a calendar and the delivery rate schedule which is enclosed. (Refer to S II) All other necessary information will be included in problem. (Note to coordinator: Copies of sales checks can be designed from the blank sales check on p. 35, Problems and Projects for Retailing Principles and Practices, 6th Edition. Each student will need 4 sales checks to make sure that they are accurate and legible. The correct delivery date should be recorded in the appropriate space. You may want to make up more problems to make sure students know how to use a delivery schedule.)	
XIII. Store Location		
[757] An appreciation of the importance of location to the success of a store.		Management - LAP 24 - #4, p. 23.

Asst Buyer - Department Store	Competency Area (Operations - Mgt.) Simulation II	
Competencies	Learning Activities	
IX. Factors Influencing Business Operations	Individual	Group
(695) Ability to determine in various situations the most efficient way to get the job accomplished.	Management - LAP 17 - #2, p. 21 [Change interviews to one store manager. Manager could possibly come and speak to class. If this occurs, students should have questions prepared to ask guest speaker.] Using Department Store Problems from Distributive Education Materials Laboratory, Ohio State, react to the situations which confront the handlines salesperson, p. 71. Follow directions and decide how you would handle each situation. Coordinator's note: for students interested in other areas, assign a designated career from the manual. After the students discussions on their decisions should occur.	
X. Store Protection		
(631) A. How to authorize customer checks according to store policy.	Interview 2 store managers and find out what their procedures are for authorizing checks. Write a brief step-by-step report on these 2 procedures. Your coordinator will give you a check for an imaginary purchase. It is your responsibility to find the error on the check. If the check cannot be approved, write on an authorization form why you would not accept the check. If you will accept the check, fill out the form and tell what identification you would ask for from the customer.	Divide into groups of 3. Using blank checks, one student in the group will write the check and the other 2 will fill out the authorization sheet. One student will be the salesperson who accepts the the check. The third student will be the supervisor who approves the work of the salesperson to see if all needed information is provided. Rotate the roles so each person will have a chance to perform each responsibility. Using the examples for purchase amounts listed in Simulation I, select the one you would like to use in your group.
(651) B. How to contend with cases of shoplifting according to store policy and procedures.	Part II Discuss your policies in a group of 5. From all of the lists, decide on the best 15 policies that should be followed in the simulated store. The final step would be a class discussion to decide on the policies according	Operations - LAP II - #4, p. 20.

Competencies	Learning Activities	
	Individual	Group
(708) Skill in accurately checking in merchandise against an invoice.	Operations - LAP 5 - #1, p. 37.	Operations - LAP 5 - #5, pp. 37-38.
	Operations - LAP 5, post-test, p. 40.	In groups of two, check in a shipment of merchandise being delivered to your simulated or school store. Be sure to compare shipment to the invoice. If you do not have this opportunity, check in fund-raising materials and compare with invoice.
(710) Skill in operating price marking machines.	Operations - LAP 9 - #4, p. 29.	Complete learning situations on attached sheet in Simulation I.
	Operations - LAP 9 - post-test, p. 32.	
(705) Skill in putting price tickets on various types of merchandise.	Operations - LAP 9 - #2, p. 51.	
		Take a class field trip to the marking room of a store or take an individual field trip to any store of your choice. Observe what price tickets are used and how they are attached to the merchandise. Write a brief report on your visit.
		Using your Monarch Marking Machine labels which you have previously printed, attach labels to a specific group of merchandise.
		Note to coordinator: Students should build this activity upon the ones previously accomplished with the use of the marking machine.
C. Recordkeeping		
(642) The use of forms and reports necessary in stockkeeping.		Divide into groups of four. Develop a want slip for your simulated store. Design a means that will help you to know more about what your customers would like sold in the store. You will use your want slip in your approach to better customer service and merchandise. Discuss your idea with class. Note to coordinator: Students might place want slips in a special area and have a suggestion box as one example.
		In groups of two, design a "low stock memo." After the form has been developed, inventory those items in your simulated store and fill out forms for merchandise which you feel needs to be reordered.

Asst Buyer - Department Store	Competency Area (Operations - Mgt.) Simulation II	
Competencies	Learning Activities	
	Individual	Group
	to prevention of shoplifting for your simulated store. (cont.)	
1. Protection of merchandise, property and fund.		
(699) Skill in recognizing and handling shoplifting.		Using the role playing method, act out the situations on the sheet, pg. 170 in Simulation I. Note: Students should be given these situations after all information has been covered.
2. Protection against accidents and injury.		
(660) How to take care of employees' and customers' accidents in the store.		Role playing: You should be able to react according to each of the situation. See attached sheet in Simulation I.
XI. Credit Services	Not covered in Simulation II. See Simulation I.	
XII. Expenses and Control		
A. Controlling Expenses		
(619) Careful use of supplies will help control expenses.	Observe the use of supplies in your simulated store. What recommendations can you make to conserve these materials and reduce expenses in the store? Make a list to give to your coordinator.	
XIII. Receiving and Marking		
(701) In determining shipping and receiving discrepancies and taking the proper action.	Operations - LAP 4 - #1, p. 19.	
A. Receiving Merchandise		
(638) The procedures involved in checking merchandise against an invoice.		Operations - LAP 5 - #1, p. 13. Operations - LAP 5 - #4, p. 16.
	Complete forms for check-in shipment voucher against invoice statement. Problems are on pages 172-173 in Simulation I.	
(634) Procedures for reporting and handling damaged merchandise.	Post-tests - LAP II - 634A, B, and C, pp. 14-15-16.	
(784) That damaged or spoiled merchandise must be kept at a minimum to protect the store's profit picture.	Operations - LAP4 - pre-test, p. 44.	Operations - LAP 4 - #1, p. 45. Operations - LAP 4 - #4, p. 45.
B. Checking and Marking		

Ass't Buyer - Department Store	Competency Area [Operations - Mgt.] Simulation II	
Competencies	Learning Activities	
XIX. Check-out at End of Day	Individual	Group
(E32) How to "close out" the department at the end of a selling day.	Using the key points and forms from the above learning activity package, have each student close out the cash register as if it were the end of the day. If there is no cash register available, each student should simulate the closing out process by using play money and a cash box. Note to coordinator: Create problems for each student like the ones in the LAP but have the students actually count the money, take totals, and subtract voids and refunds to calculate the end of the day totals.	
(E36) How to use sales sheets in the reporting of daily sales in a department.	Operations - LAP 14 - post-test, p. 20. Note to coordinator: Students should be able to complete the set of problems which deal with a sales sheet. (See Simulation I) Use the example of the sales sheet that was given in the LAP.	Operations - LAP 14 - #1, p. 14.

TEACHER-COORDINATOR'S GUIDE - PRODUCT AND SERVICE TECHNOLOGY AREA

The packet of materials related to the Product and Service Technology area includes classroom and simulation experiences for first and second year students. The competencies in this area are so closely related to Selling that the two areas should be taught simultaneously.

It is suggested that students have the experience of preparing a merchandise manual in both the first and second year. This should be an activity that summarizes the unit each year and thus the manual in the second year should include more complex information. Students should begin planning for this activity at least three weeks prior to the time work is to begin on the manual, for it will be necessary for them to write for some of the information they need.

The topics for the first and second year and the instructional materials cited are listed below.

Topical Outline - Product and Service Technology Area

I. Merchandise Information in the Selling Process
   A. Advantages of knowing merchandise information
   B. Facts to know about the merchandise
   C. Facts to know about stock
II. Sources of Merchandise Information
   A. Merchandise and labels
   B. Other sources
III. Merchandise Facts Found in Advertising
IV. Uses of Merchandise
V. Preparing a Merchandise Manual (A Summary)
VI. Relationship of Merchandise and Service Technology to Effective Job Performance
VII. Standards, Grades and Labeling
VIII. Agencies Protecting the Customer
IX. Guarantees and warranties
X. New Materials and Trends
XI. Applying Information at the Point of Sale
XII. Preparing a Merchandise Manual (A Summary)

Instructional Materials Cited

Logan, William E. and Harlen A. Moon. Facts about Merchandise. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1962.

Product and Service Technology Learning Activity Packages. Columbus, Ohio: The Interstate Distributive Education Curriculum Consortium, 1975.

Richert, E. Henry, Warren G. Meyer, Peter G. Haines, and C. Edward Harris. Retailing Principles and Practices, Sixth Edition. New York: Gregg Division/McGraw-Hill Book Company, 1974.

Wingate, Isabel B., Karen R. Gillespie, and Betty Addison. Know Your Merchandise. New York: Gregg Division/McGraw-Hill Book Company, 1968.

In addition to the above references mail order catalogues, magazines, manufacturers' bulletins, and samples of various kinds of labels should be made available.

Salesperson - Department Store	Competency Area (Product & Service Technology) Classroom 1	
Competencies	Learning Activities	
	Individual	Group
I. Merchandise Information in the Selling Process		
A. Advantages of knowing merchandise information.		
(510) Knowledge that adequate merchandise information will enable the salesperson to increase sales as well as his earning capacity.		Discuss with group the following advantages of knowing information about merchandise; excerpted from General Merchandise Information, Virginia Unit, pp. 1-2. (Put on transparency.)
(511) Knowledge that merchandise information is a useful tool in opening a sales conversation with a customer		1. Makes good impression on customer. 2. Builds confidence in right selection of merchandise. 3. Builds prestige and confidence in store. 4. Increases customers' knowledge of related values based on value and use, not just price. 5. Provides satisfactions and pleasure in buying. 6. Adds interest and satisfaction on the job. 7. Increases sales and greater earning capacity for salespeople. 8. Increases profits.
(583) Belief that adequate merchandise information will help increase sales and promote better customer relations.		
B. Facts to know about merchandise itself.		
(508) Knowledge of the uses of specific merchandise and differences between similar articles so that merchandise may be selected to meet a customer's needs.	LAP 35 - Individual - #2 (Need handouts #1 & #2) Take post-test, LAP 35, p. 16.	Discuss with group the meaning of product and service technology and what it includes; General Merchandise Information, Virginia Unit, pp. 2-5. (Put on transparency.) A. Facts About the Merchandise Itself 1. Correct name of article. 2. How different types of merchandise are made. 3. What merchandise is made of. 4. Availability on the market. 5. New substitutes and uses. 6. Comparative values of similar types of merchandise. B. Facts About Its Use 1. How it operates or is used. 2. Pointers on its care in use. 3. Its special selling features. C. Background Information 1. Technical or brand name. 2. Its historical significance.
(514) Knowledge of the product features and customer acceptance of competing products.	Cross-reference - Selling Competency Area.	
(518) Knowledge of brand or trade names identifying products by producer or distributor.		
(499) Knowledge of the ways to interpret the features of a product in terms of benefits to customers.		
(504) Knowledge of the ways to handle merchandise and how to keep it clean.		OR LAP 35 - Group 3.

Salesperson - Department Store	Competency Area (Product & Service Technology) Classroom I	
Competencies	Learning Activities	
	Individual	Group
C. Facts to know about stock.		
(505) Knowledge of the various locations of merchandise on the selling floor and in reserve stock.		Study Facts to Know About Stock: 1. What is carried, as to prices, sizes, colors, styles. 2. Where to locate merchandise. 3. How to handle and arrange stock. 4. How to control stock.
(506) Knowledge of the sizes, colors, styles and prices in which merchandise is available.		
D. Skills in handling merchandise information.		
(564) Ability to translate merchandise label information into selling points.		
(584) Attitude that usually services and benefits are bought rather than goods or services.		
(582) Attitude that a salesperson must have sufficient knowledge of the merchandise he/she sells in order to answer a customer's questions satisfactorily.	LAP 24 - Individual - #2.	Discuss Handout #1, LAP 24.
(588) Belief that adequate merchandise information will build customer confidence in the merchandise as well as in the store.		
(557) Ability to fit customers with correct sizes when selling items of clothing.		
(560) Skill in maintaining a useable bank of product knowledge, selecting that which can be used with individual customers.	Study Handouts #1, 2, 3, 4, 5, LAP 36.	
(561) Ability to use brand or trade names to help customers identify and select items of merchandise.	Using a catalogue (Sears, Montgomery Ward's, Penney's, etc.) select an illustration of the following: Women's: junior, misses, half-size, petite sizes; Men's: short, average, tall, and stout sizes. Note the unique characteristic of each of the sizes.	
(562) Skill in selecting and quoting factual comments about certain products.		
(563) Skill in using a knowledge of the features and customer acceptances of competing products and points of superiority of the product being shown during a sale.		

Salesperson - Department Store	Competency Area (Product & Service Technology) Classroom I	
Competencies	Learning Activities	
	Individual	Group
II. Source of Merchandise Information		
A. Merchandise and labels.		
(502) Knowledge of the sources of merchandise information such as the merchandise itself, hangtags and labels, leaflets, box covers, and price tags.	Read Handout #1, LAP 20, p. 532. Obtain a sample of a hangtag, leaflet, label, box cover, and price tag. (Use dummy merchandise where appropriate.)	LAP 20 - Group #3, p. 530. In groups of 3-5, examine the samples of hangtags, labels, leaflets, box covers, and price tags brought to class by individual members. Make a list of the types of merchandise information available on each type.
(517) Knowledge that labels taking the form of tags, stamps, wrappers, etc. identify products as to their content.	Take post-test, LAP 20, pp. 12-15.	
B. Other Sources		
(581) Attitude that a familiarity with trade journals will supplement product, merchandise and service knowledge as well as current business trends.	Individual #1, LAP 23, p. 607.	Group #4, LAP 23, p. 609.
(585) Belief that merchandise information is obtainable from customers, competitors, sales representatives, producers, fellow sales employees, and supervisors.	Take post-test, LAP 24.	
(559) Ability to help customer buy intelligently with the use of stamps, tags, wrappers, etc., attached to merchandise.		
III. Merchandise Facts Found in Advertising		
(509) Knowledge of the values of advertising information to the salesperson.	LAP 21, Individual #1, p. 561. OR LAP 21, Individual #2, p. 563.	
(519) Knowledge that brand or trade names are an advertising device used to encourage customer retention.	Take pre-test, LAP 38, p. 991. Individual #1, LAP 38, p. 992. Individual #2, LAP 38, p. 992.	Group 3, LAP 38, p. 992.
(589) Attitude that specific merchandise information may be found in advertisements.		Group 3, LAP 21, p. 569, a, b, c. Take post-test, LAP 21, p. 758.
IV. Uses of Merchandise		
(501) Knowledge of the ways to show that an item of merchandise is suited for the purpose the customer has in mind.	Individual #2, LAP 35, p. 913. Take post-test, p. 918.	Teacher-coordinator will direct class discussion on uses of a specific article by stressing points listed on the following page and by illustrating each point with a specific item of merchandise.

USES OF MERCHANDISE*

I. Uses of Merchandise
   A. General purpose and use
      1. Why used - for what purpose
      2. How used - with limitations
   B. Diversified uses, if any
      1. Ways of using
      2. Special attachments
   C. Points about specific use
      1. Guarantees
      2. Care and upkeep

II. Differences Between Similar Articles
   A. In article itself
      1. Price
      2. Materials and construction
      3. Size
      4. Style - color
      5. Special features
   B. In use of article
      1. Specific uses
      2. Care and upkeep

III. Care and Upkeep of Merchandise
   A. Care in use
      1. Laundering and cleaning
      2. Precautions on use and misuse
   B. Upkeep
      1. Repair
      2. Replacements

* General Merchandise Information, Virginia Unit, pp. 22-23.

Salesperson - Department Store	Competency Area (Product & Service Technology) Classroom I	
Competencies	Learning Activities	
	Individual	Group
(550) Skill in expressing customer benefits that accompany merchandise selling features.	Individual #1, LAP 32, p. 838.	Group #5, LAP 32, p. 839.
(551) Skill in building a sales talk around merchandise selling features.	Individual #1, LAP 32, p. 847. Individual #2, LAP 32, p. 847.	Divide into groups of 3-5 according to area of occupational interest. Prepare and record on tape a sales presentation using a product of your choice. Open the presentation from a merchandise approach and translate each sales feature into customer benefits. Class members will evaluate tape according to rating sheet in Handout #4, LAP 32, p. 849. (Presentation may be presented orally instead of on tape.)
(590) Attitude that merchandise information can be gained by handling merchandise and by using it.		Group 3, LAP 19, p. 518. Group 4, LAP 19, p. 518, a & b.

Salesperson - Department Store	Competency Area (Product & Service Technology) Simulation I	
Competencies	Learning Activities	
	Individual	Group
I. Merchandise Information in the Selling Process	Not covered in Simulation I. See Classroom I.	
A. Advantages of knowing merchandise information.		
B. Facts to know about the merchandise itself.		
(508) Knowledge of the uses of specific merchandise and differences between similar articles so that merchandise may be selected to meet a customer's needs.	Each member select one item of merchandise from area of occupational interest. If possible, bring item to class. Answer the points about it listed on the transparencies. (See Classroom I for information on "Facts About Merchandise.") Use dummy merchandise if available.	
(514) Knowledge of the product features and customer acceptance of competing products.	Each member select one item of merchandise. List product features of this item compared to features of a competing product.	
(518) Knowledge of brand or trade names identifying products by producer or distributor.		Divide into groups by occupational interest. In a ten-minute period, list as many brand or trade name products related to your career interest as you can in this time period.
(499) Knowledge of the ways to interpret the features of a product in terms of benefits to customers.	Cross-reference Selling Competency Area.	
(504) Knowledge of the ways to handle merchandise and how to keep it clean.	Cross-reference Selling Competency Area.	
C. Facts to know about stock.		
(505) Knowledge of the various locations of merchandise on the selling floor and in reserve stock.	Given a list of merchandise, visit a local store and describe in writing the location of this merchandise. Ask where reserve stock is kept (both on the floor and off the floor). Note the sizes, colors, styles and prices in which the merchandise is available. List of merchandise is on the following page.	
(506) Knowledge of the sizes, colors, styles and prices in which merchandise is available.		
D. Skills in handling merchandise information.		
(564) Ability to translate merchandise label information into selling points.		Divide class in half, one half S to take the role of salespeople, the other half C that of customers. Then divide each half into small groups (2-3 each). Pair each S group with a C group and number S-1, C-1, etc. Each paired group will study a similar label provided by the teacher-coordinator. Each group will complete the sheet "Applying Information at the Point (cont. on p. 196)

LOCATION OF STOCK

Department or Variety Store

1. Handbags
2. Shoes
3. Sheets, pillow cases, towels, bedspreads
4. Women's dresses, coats, suits
5. Women's sportswear
6. Men's clothing

Service Stations

1. Tires
2. Fan belts
3. Oil

Food Stores

1. Soups
2. Frozen vegetables
3. Frozen meats
4. Fresh fruits
5. Dairy foods

Restaurant

Salesperson - Department Store	Competency Area (Product & Service Technology) Simulation I	
Competencies	Learning Activities	
	Individual	Group
		of Sale." (See following page.) At the end of 15 minutes, role-play the situation by selecting one member from the S group to act as salesperson and one from the C group to act as customer. The class will evaluate each demonstration according to the following questions: 1. What were the main facts given on the label? 2. Were questions and objections raised by customer to the point? 3. Were the selling points clearly and effectively given?
. . . . .		
(584) Attitude that usually services and benefits are bought rather than goods or services.		
(582) Attitude that a salesperson must have sufficient knowledge of the merchandise he/she sells in order to answer a customer's questions satisfactorily.	Each student prepare a comparison of the item selected in (508) with a similar item sold in another store or through catalogue sales. Record appropriate information on Handout #2, LAP 22.	
(588) Belief that adequate merchandise information will build customer confidence in the merchandise as well as in the store.		
. . . . .		
(557) Ability to fit customers with correct sizes when selling items of clothing.		Invite a buyer of women's, men's and/or children's wear to discuss the points to remember in determining "proper fit." See pre-test, LAP 36, p. 18, for guide.
II. Sources of Merchandise Information	Not covered in Simulation I. See Classroom I.	
A. Merchandise and labels.		
B. Other Sources		
(581) Attitude that a familiarity with trade journals will supplement product, merchandise and service knowledge as well as current business trends.	Identify one Trade Journal important in your area or occupational interest. If possible, borrow a copy of a Trade Journal from local business to show to class. Exchange journals with fellow students.	
III. Merchandise Facts Found In Advertising		
(555) Skill in using facts from merchandise advertisements during sales.	Individual #1, LAP 21, p. 581. OR Individual #2, LAP 21, p. 581.	

APPLYING INFORMATION AT THE POINT OF SALE*

Directions: All groups will complete AI; S groups will complete SII; C groups will complete CIII.

A-I	S-II	C-III
Statements on Label	Selling Points (sentence)	Questions and Objections about Statement
1.	1.	1.
2.	2.	2.
3.	3.	3.
4.	4.	4.
5.	5.	5.

Points to keep in mind

What were the main facts given on the label?

Were questions and objections raised by consumer to the point?

Were selling points clearly and effectively given?

Product _____

Type of Label _____

Group No. _____

*Excerpted from Virginia Unit: Standards, Grades and Labeling, pp. 31-32.

Salesperson - Department Store	Competency Area (Product & Service Technology) Simulation I	
Competencies	Learning Activities	
IV. Use of Merchandise	Individual	Group
(501) Knowledge of the ways to show that an item of merchandise is suited for the purpose the customer has in mind.	Select an item of merchandise from your area of occupational interest. Search in Know Your Merchandise and/or Facts About Merchandise for information to cover the points stressed in the class discussion and on the Handout. Write a skit in which the customer states the purpose for which he/she wants the merchandise. Provide the information needed to show that the merchandise is suited for the customer's purpose. When you have completed your skit, ask your teacher-coordinator to arrange for you to record your skit. Ask one of your classmates to serve as your customer. Exchange your tape with at least one of your classmates. Write a brief evaluation of your classmate's tape.	
Summary	Prepare a merchandise sales manual according to specifications in DECA contest manual.	Evaluate the merchandise manual of each member of the class, including your own. Use the rating scale for the DECA merchandise sales manual contest.

Ass't Buyer - Department Store	Competency Area (Product & Service Technology) Classroom II	
Competencies	Learning Activities	
	Individual	Group
I. Relationship of Merchandise and Service Technology to Effective Job Performance.		
(500) Knowledge that since sizes vary according to manufacturers and price lines, it is necessary to judge each customer's requirements.	Take pre-test, LAP 36, p. 938. Check correct responses to the pre-test with your teacher-coordinator.	Teacher-coordinator will discuss with class the contents of Handout #1, LAP 36, p. 941. After listening to discussion, check answers on your pre-test and change any answers you feel should be changed.
(503) Knowledge of the delivery area served by the store, delivery schedules and delivery charges.	Take pre-test, LAP 25, p. 626. Read Retailing Principles and Practices, 6th Ed., PP. 97-98. Review your answers on pre-test and change any answers that you feel are incorrect.	Teacher-coordinator will read correct responses to pre-test and discuss wiht class the content of Handout #1, LAP 25, pp. 629-630. Divide into groups of 3-5. Prepare a letter to a firm in the nearest city in which you request a copy of their delivery schedule to your town and the provision under which the firm will deliver merchandise. (Cross-reference Selling Unit)
(556) Skill in quoting to customers accurate delivery dates and charges.		Review information on Handouts 1, 2, & 3, LAP 25.
II. Standards, Grades and Labeling		
(516) Knowledge that grades may be expressed by letters or words.		Study information on transparencies made from masters on the following page, excerpted from Virginia Unit, Standards, Grades, and Labeling.
(515) Knowledge of protective measures behind standards, grades, and labels.		Discuss protective measures behind standards, grades and labeling. 1. Legislation (ex. Food and Drug Act) 2. Measures set up by national or local governments, but not mandatory. 3. Measures set up by private agencies or business.
(520) Knowledge that standardization provides a basis upon which grading can be determined and aids customers in buying goods and services to fit their needs.		Discuss meaning and purpose of "standardization" on the transparency noted above. LAP 30 - Group 4 b,c,d.
	Take post-test, LAP 30, p. 778.	
III. Agencies Protecting the Customer		
(552) Knowledge of the provisions in the pure food, drug and cosmetic act.	Take post-test, LAP 31, p. 800.	Study Bulletins #1a,b,c,d included in this packet. Study Bulletin #2,"Information on Labels on Materials," included in this packet.

Tells the degree to which standards are met (A SYMBOL USED TO IDENTIFY PRODUCTS THAT HAVE MET CERTAIN STANDARDS) May be expressed by letter or word

LABEL

Identifies a product as to its contents - May take form of a stamp, a tag, a wrapper or other device - May or may not contain a grade.

STANDARD

A BASIS FOR GRADING PRODUCTS - Determines on what points a product should be judged

STANDARDIZATION

The process of preparing a description of various qualities of a product

Ex. - Light bulb to fit the socket because of standard size

Purpose: To maintain quality and serve as a basis of grading

Ex. - Standards for grading meat

BRAND OR TRADE NAME

Identifies the product by Producer or Distributor

An Advertising Device to encourage customer loyalty

Asst Buyer - Department Store	Competency Area (Product & Service Technology) Classroom II	
Competencies	Learning Activities	
	Individual	Group
(523) Knowledge of Federal Trade Commission protective measures as they apply to various products.	Study Handout #1, LAP 31. Take post-test, LAP 31, p. 808. (After Group Research Presentations)	Divide into 5 groups. Each group will present report on one of the bulletins #1a,b,c,d and #2.
(524) Knowledge of the various agencies that give protection to the customer in his buying.	LAP 31, Individual #1 OR Study Bulletin #3, "Outside Protective Agencies.". Take post-test, LAP 31, p. 815.	LAP 31 - Group 4.
IV. Guarantees and Warranties	Not covered in Classroom II. See Simulation II.	
V. New Materials and Trends		
(507) Knowledge of substitute items that are used for formerly well-known products, what they are substitutes for and superior points of the substitutes.		Discuss kinds of substitutes 1. Substitutes due to invention and discovery of new raw materials. (Ex. tennis rackets of nylon instead of cat gut. Plastic pearl buttons instead of ocean pearl buttons) 2. Substitutes due to new manufacturing process. (Ex. electric cars)
(513) Knowledge of current merchandise fashion trends, product innovations, etc.	LAP 29 - Individual #1. LAP 29 - post-test.	Note: Teacher-coordinator will provide magazines and newspapers for Individual #1. Discuss responses on post-test.
(545) Skill in analyzing a product in relation to current trends, such as fashion or style, innovations, novelty appeal, etc., so that a better job of selling can be done.	LAP 29 - Individual #1. (You will need Handout #2) If possible talk with a local retailer about your product to obtain more information. Take post-test, LAP 29, p. 757.	Note: Teacher-coordinator will provide magazines and newspapers for individual #1. Divide into small groups. Using the pre-test, LAP 29, p. 754, as a guide, examine product trends made by other students in the group.
VI. Applying Information at the Point of Sale	Not covered in Classroom II. See Simulation II.	

HIGHLIGHTS OF PURE FOOD, DRUG AND COSMETIC ACT (Bulletin #1a)

A. Meaning of term adulteration -- Food is adulterated when:

1. It has been damaged or rendered inferior by mixing a substance with it.
2. Any substance is substituted for it.
3. Any valuable constituent is abstracted from it.
4. It is so treated as to conceal inferiority.
5. Any poisonous or detrimental substance is added to it.

B. Meaning of term misbranded -- Food is misbranded when:

1. The package bears a false or misleading statement or is falsely branded as to its place of manufacture.
2. It is an imitation of, or offered for sale under the distinctive name of another article.
3. It is labeled or branded so as to deceive the purchaser.

C. Benefits to the consumer from the Pure Food, Drug and Cosmetic Act:

1. Consumers can now buy foods, drugs and cosmetics with considerable confidence.
2. Consumers are assured of protection against harmful drugs, poisonous foods, and dangerous cosmetics.
3. Any food that is injurious to health is barred from interstate commerce.
4. Directions for the use of drugs must be adequate and free from false or fraudulent claims.

INFORMATION ON COSMETIC LABELS (Bulletin #1b)

1. Cosmetic Act requirements

   a. Indications of certain harmful ingredients
   b. Weight measure
   c. Count of individual content by number
   d. Name and address of distributor or maker

2. Manufacturer's information

   a. Color
   b. Results that may be expected
   c. Directions for use
   d. Special types best suited for

INFORMATION ON FOOD LABELS (Bulletin #1c)

1. Information on regular foods

   a. Name of product--law*
   b. Grade letter
   c. Artificial coloring, flavoring or chemical preservatives--law
   d. Trade name
   e. Imitation foods--law
   f. Contents in terms of numerical count or weight law
   g. Fill of container--law

2. Information on dietary food

   a. Vitamin content--law
   b. Mineral content--law

3. Additional information given by manufacturers

   a. Directions for use
   b. Number of servings
   c. Number of cups contained
   d. Size of can
   e. Recipes

*law indicates the information must by law be on the label

INFORMATION ON DRUG LABELS (Bulletin #1d)

(*law indicates that the information must, by law be included on the label)

1. Identifying facts--law*
   a. Quantity of contents in terms of weight
   b. Names of each ingredient and their amounts
   c. Name, place and business of packer or distributor
2. Facts about use--law*
   a. Specification of use
   b. Dosage
   c. Warnings of habit-forming qualities
3. Manufacturer's information
   a. Directions for storing
   b. Results that may be expected from its use
4. Seals of approval

INFORMATION ON LABELS ON MATERIALS USED (Bulletin #2)

1. What the product is made of
   a. Wool
      (1) All wool products must be labeled to show their true fiber content.
      (2) Label must state amount of new, reprocessed and reused wool present, and amount of any other fiber, shown in percentage.
   b. Fabrics under Fair Trade Practice Rulings
      (1) Fabric must be labeled according to fiber content
      (2) Mixture must show percentage of each fiber used.
   c. Flammable fabrics
      (1) A flammable fabric is one that is capable of igniting easily
      (2) Flammable fabrics must be so labeled
   d. Furs
      (1) Correct name of fur must be last word of description
      (2) Word dyed or blended must be inserted between name of fur
      (3) Dyed pelts must be stamped by dryer with true name of fur when dyed to simulate other furs.
2. How the product is made
   a. Yarn count
      (1) Tells how firmly fabric has been woven
      (2) Tells the number of threads per square inch
   b. Weight of fabric
      (1) Is expressed as ounces per square yard
      (2) Is important for some products only
   c. Construction
      (1) Whether sheet has been torn or cut from bolt
      (2) Amount of hand tailoring in suits
      (3) Hidden features

OUTSIDE AGENCIES PROTECTING THE CONSUMER (Bulletin #3)

A. Testing Agencies
   1. Public testing departments
      a. City, county and state departments
      b. Colleges and universities
   2. Private testing agencies
      a. Consumers' Research, Inc.
      b. Consumers' Union, Inc.
      c. American Gas Association

B. Research Agencies
   1. National Consumer-Retailer Council
   2. American Home Economics Association

C. Magazines and newspapers
   1. Good Housekeeping magazine and Parents' Magazine
      a. Seal of Good Housekeeping
      b. Seal of Parents' Magazine
   2. Newspapers
      a. Advertising
      b. Editorials

Ass't Buyer - Department Store	Competency Area (Product & Service Technology) Simulation II	
Competencies	Learning Activities	
	Individual	Group
I. Relationship of Merchandise and Service Technology to Effective Job Performance		
(552) Skill in carefully wrapping and packing the customer's purchase according to the size, shape and weight of the item purchased.	Each student will bring 3 empty boxes or bottles of different size, shape, and weight. Students will wrap the items they brought and then exchange with other students until they have wrapped 12 items. These items should be wrapped for mailing.	Note: Teacher-coordinator will provide materials needed for this project: tissue, old newspapers, various size boxes, wrapping paper, cellophane tape, & twine. Ask students to assist. Review wrapping in selling unit.
(556) Skill in quoting to customers accurate delivery dates and charges.		Group #3 activity in LAP 25. (You will need Handout #4) a. Use Handout #1 & #3, LAP 25 as guides b. Working in the organizational group structure designed for your simulated store, each group will simulate a company that provides delivery service and will develop a delivery service plan for a firm that serves your community giving delivery dates and charges. (Ex. for a firm that sells large appliances) c. Operate your companies by role-playing telephone orders for delivery and letting a representative of your company quote delivery days and charges. Use tape recorder. d. Give your teacher-coordinator a record of your telephone orders and replies.
II. Standards Grades and Labeling		
(516) Knowledge that grades may be expressed by letters or words.		Study standards for DECA Chapter-of-the-Year and D.E. Student-of-the-Year.
	Using the standard for D.E. Student-of-the-Year, grade yourself as of this date.	Using the Chapter-of-the-Year standard, grade your chapter as of this date.
(558) Ability to use grades as selling points in answering customer's questions.	LAP 30 - Individual #2, b, c, d, & e.	Invite local agriculture teacher as speaker to discuss standards and grades for agricultural products. Complete information on 'Applying Information at the Point of Sale,' pages 205-206 , excerpted from the Virginia Unit, Standards, Grades, and Labeling, pp. 31-32.
III. Agencies Protecting the Customer		
(552) Knowledge of the provisions in the pure food, drug and cosmetic act.	Select a label on a food, drug, or cosmetic container and analyze according to the information on Bulletins #1a,b,c,d in Classroom II.	

VII. APPLYING INFORMATION AT THE POINT OF SALE

Objectives

To encourage students to translate information on labels into selling points

To provide practice in applying information through role playing

---

Divide the class in half, one half S to take the role of salespeople, the other half C, that of customers. Then divide each half into small groups of about five students each. Pair each S group with a C group and number S-1, C-1, etc. Then give each paired group a similar label to study. Vary the types of labels and directions on care and use of articles.

Give each group the sheet "Applying Information at the Point of Sale" and go over how it should be filled out. Explain that each group will study the label provided and fill in the requested information on the sheet. All will fill in A-1, selecting the facts given on the label they wish to bring out. The S group will fill out S-II, stating information as a selling point, in sentence form. The C group will fill out C-III, by writing down questions and objections they might raise as customers about the statements on the label, inquiry as to the protective agency behind the label, or meaning of terms.

State that at the end of 15 minutes, short demonstrations will be given. Group S will select one of its members to act as the salesperson, Group C will select its customer. The labels may be used in the demonstration.

The "customer" in each paired group will then ask about the merchandise or the label itself, in a natural way and the "Salesperson" will use the information in giving selling points, answering questions and meeting objections.

After each demonstration ask the class the following questions:

What were the main facts given on the label?
Were questions and objections raised by customer to the point?
Were the selling points clearly and effectively given?

Keep demonstrations moving along. Assign additional demonstrations if time permits, exchanging types of labels. Have group select different demonstrators each time.

SUMMARY: Review main points brought out in demonstrations to show how information learned can be used effectively at the point of sale.

APPLICATION: Encourage each member to continue to try out the use of information learned in selling.

APPLYING INFORMATION AT THE POINT OF SALE*

Directions: All groups will complete AI; S groups will compelete SII; C groups will complete CIII.

A-I	S-II	C-III
Statements on Label	Selling Points (sentence)	Questions and Objections about Statement
1.	1.	1.
2.	2.	2.
3.	3.	3.
4.	4.	4.
5.	5.	5.

Points to keep in mind

What were the main facts given on the label?

Were questions and objections raised by consumer to the point?

Were selling points clearly and effectively given?

Product _____

Type of Label _____

Group No. _____

*Excerpted from Virginia Unit: Standards, Grades and Labeling, pp. 31-32.

Ass't Buyer - Department Store	Competency Area (Product & Service Technology) Simulation II	
Competencies	Learning Activities	
	Individual	Group
	Select a label on a piece of clothing or textile. Complete the form on the following page, excerpted from Virginia Unit, General Merchandise Information, p. 19.	
IV. Guarantees and Warranties		
(512) Knowledge of merchandise guarantees and directions protect both the customer and the store and help increase sales.		Discuss with group the statement: "A guarantee is a pledge or assurance of a fact." Discuss the following topics concerning kinds of guarantees, kinds of directions, sources of information, and use of information: (Virginia Unit, General Merchandise Information, pp. 19-20.) 1. Kinds of guarantees a. Contents (ex., 100% wool) b. Quantity and size c. Service d. Length of life e. Servicing and repair 2. Kinds of directions a. Laundering and cleaning b. Care c. Use and operation 3. Sources of information a. Labels and tags b. Leaflets c. Box covers d. Price tags 4. Uses of information a. In answering customers' questions b. In reducing returns c. In selling more merchandise
(554) Skill in interpreting merchandise guarantees and directions to customers.	Complete the form, "Merchandise Guarantees and Directions for Use" included in this packet. Provide as much information as possible. Be prepared to show the label to the class. (Virginia Unit, General Merchandise Information, p. 19.)	Members of the class will share the merchandise information concerning guarantees and directions. Divide into groups according to occupational interests. Prepare a label, provide a guarantee and directions for an item for a firm in which you are interested.
V. New Materials and Trends		
(507) Knowledge of substitute items that are used for formerly well-known products, what they are substitutes for and superior points of the substitutes.	Complete the form, "Substitutes for Formerly Well-Known Products," to provide information concerning superior points of some substitutes. This form is included in this packet.	
VI. Applying Information at the Point of Sale		
(553) Skill in showing to customers the points of superiority of one's own product in comparison to competing store's products.	Read Handout #1, LAP 33. Complete experience in Handout #2, LAP 33. Read Handout #1, LAP 33, p. 14.	

LABEL INFORMATION*

Name _____ Date _____

Select a label from a piece of clothing or textile and analyze it according to the following outline. Try to choose a label that has as much of the information listed as possible.

I. INFORMATION ON MATERIALS USED

1. What the product is made of

2. How the product is made

II. INFORMATION ON USE OF PRODUCT

1. How the product will perform

2. How the product should be cared for

III. IDENTIFYING NAMES

1. Name of producer or manufacturer

2. Trade name or brand

Attach label to upper left-hand corner of this sheet with a paper clip.

*Virginia Unit, General Merchandise Information, p. 19.

MERCHANDISE GUARANTEES AND DIRECTIONS FOR USE

Name of Student _____ Date _____

Select a label from a food, drug, or cosmetic container and analyze it according to the following outline. Select a label that has as much of the information indicated below as possible.

Contents _____ Manufacturer or Distributor _____

Grade Letter or Word (if any) Trade Name or Brand _____

Ingredients (artificial coloring, preservative, etc.)

_____

_____

_____

Indication of government inspection or seal of approval (if any) _____

Quantity (count, measure, fill, size, no. of servings, etc.) _____

_____

_____

Directions on Use of Contents _____

_____

_____

_____

Directions of Use of Container _____

_____

_____

SUBSTITUTES FOR FORMERLY WELL-KNOWN PRODUCTS

Former Product	Substitute	Superior Points
Silk	Nylon	
Butter	Oleo	
Cat Gut	Nylon	
Wood	Plactic	
Wool	Acrylic	
Silk	Polyester	
Whipping Cream	Cool Whip	
Rubber Tires	Nylon Tires	

Suggest three substitutes with which you are familiar and complete form as above.

Ass't Buyer - Department Store	Competency Area (Product & Service Technology) Simulation II	
Competencies	Learning Activities	
	Individual	Group
(555) Skill in using facts about the merchandise itself when helping a customer make a buying decision.	Read Handout #1, LAP 33, p. 14. Take post-test, based on post-test information sheet, LAP 34, p. 19.	Divide into groups of 3-5 according to occupational interest. Follow directions in Group 4, LAP 34, p. 13.
Summary	Prepare a merchandise sales manual according to specifications in DECA contest manual.	Evaluate the merchandise manual of each member of the class, including your own. Use the rating scale for the DECA merchandise sales manual contest.

TEACHER-COORDINATOR'S GUIDE - SELLING AREA

This packet includes classroom and simulation experiences to develop competencies required for entry and career level jobs in distribution. Regardless of the students' career objectives, Selling competencies are extremely important. The principles of Selling are the same, whether an individual is employed in retailing, wholesaling, real estate, insurance, or any other industry. The Selling competencies developed in the two-year distributive education curriculum provide a foundation for a wide variety of jobs that students may consider as they beocme more mature.

Please note that the citation of page numbers in the LAPS referred to in this packet are the page numbers on the bottom of the page. In most of the other packets, the page numbers referred to in the LAPS are on the side of the page.

The topics included for the two-year curriculum and the Instructional Materials cited are listed below.

Topical Outline - Salesmanship Area

I. Systems Training
   A. Cash Register and Change Making
   B. Sales Checks
II. Sales Process
   A. Approach
   B. Determining Customers' Buying Motives
   C. Arousing Interest in Products and Service
   D. Building Desire to Own the Product
III. Techniques in the Sales Process
   A. Answering Questions and Overcoming Objections
   B. Closing the Sale (Winning Conviction)
   C. Closing the Sale (Obtaining Action)
   D. Suggestion Selling
IV. Customer Services - Selling Tools
   A. Credit and Installment Plan
   B. Other Customer Services
V. Professionalized Selling
   A. Self-Analysis
   B. Selling Cost
   C. Business and Public Relations Policies
VI. Handling Complaints and Exchanges
VII. Stock Display and Care

Instructional Materials Cited

Ashmun, Richard D. and Edward T. Ferguson. Problems and Projects for Retailing Principles and Practices. New York: McGraw-Hill Book Company, 1974.

Basic Selling. Austin, Texas: Instructional Materials Laboratory, Distributive Education Department, Extension Division, The University of Texas at Austin, 1969.

Bodle, Yvonne G. and Joseph A. Corey. Retail Selling. New York: McGraw-Hill Book Company, 1972.

_____. Laboratory Manual for Retail Selling. New York: McGraw-Hill Book Company, 1972.

Buckner, Leroy. Customer Services. New York: Gregg Division/McGraw-Hill Book Company, 1971.

Case Studies, Set I & Set II. Columbus, Ohio: Distributive Education Curriculum Materials Laboratory, The Ohio State University, n.d.

Competitive Events Handbook. Falls Church, Virginia: Distributive Education Club of America.

Edison, Judith E. and Kenneth H. Mills. Checker-Cashier. Cincinatti, Ohio: South-Western Publishing Company, 1969.

Effective Retail Sales Techniques. Columbus, Ohio: Ohio's Distributive Education Materials Laboratory, The Ohio State University, 1974.

Ernest, John W. Basic Salesmanship. New York: Gregg Division/McGraw-Hill Book Company, 1969.

_____. Creative Selling. New York: Gregg Division/McGraw-Hill Book Company, 1971.

Ernest, John W. and Richard D. Ashmun. Salesmanship Fundamentals, Fourth Edition. New York: McGraw-Hill Book Company, 1-73.

Ernest, John W. and Richard D. Ashmun. Student Activity Guide for Salesmanship Fundamentals. New York: McGraw-Hill Book Company, 1973.

Hartzler, F.E. Retail Salesmanship. New York: Gregg Division/McGraw-Hill Book Company, 1970.

Logan, William B. and M. Herbert Freeman. Mathematics of Marketing. New York: Gregg Division/McGraw-Hill Book Company, 1970.

Luter, Robert R. Projects. Austin, Texas: Distributive Education Department, Instructional Materials Laboratory, Division of Extension, The University of Texas at Austin, 1969.

Mason, Ralph E., Patricia Mink Rath and Herbert L. Ross. Marketing and Distribution, Second Edition. New York: Gregg Division/McGraw-Hill Book Company, 1974.

_____. Project Activity Guide for Marketing and Distribution. New York: Gregg Division/McGraw-Hill Book Company, 1974.

Merit Awards Program (MAP). Falls Church, Virginia: Distributive Education Clubs of America.

Projects for use with Preparatory or Pre-Employment D.E. Curriculums. Austin, Texas: Instructional Materials Laboratory, Distributive Education Materials Laboratory, Distributive Education Department, Division of Extension, The University of Texas at Austin, 1969.

Reich, Edward, Leon Levy, and Robert Feldman. Basic Retailing and Distribution, Second Edition. New York: Pitman Publishing Corporation, 1970.

Richert, G. Henry, Warren G. Meyer, Peter G. Haines, E. Edward Harris. Retailing Principles and Practices, Sixth Edition. New York: McGraw-Hill Book Company, 1974.

Richert, G. Henry, J.K. Stoner, and Kay B. Brown. Marketing Projects and Activities. New York: McGraw-Hill Book Company, 1970.

Rosenberg, Henry G. Projects in Clerical Record Keeping, Third Edition. Cincinatti, Ohio: South-Western Publishing Company, n.d.

Sales Scripts. Columbus, Ohio: Ohio's Distributive Education Curriculum Materials Laboratory, The Ohio State University, 1974.

Samson, Harland E. Advertising and Displaying Merchandise. Cincinatti, Ohio: South-Western Publishing Company, 1967.

Selling Learning Activity Packages. Columbus, Ohio: Distributive Education Interstate Curriculum Consortium, 1975.

Smith, Gary R. Display and Promotion. New York: Gregg Division/McGraw-Hill Book Company, 1970.

"The Voice of Your Business" (Film). Chesapeake and Potomac Telephone Company. (See local telephone company.)

Wingate, John W. and Carroll A. Nolan. Fundamentals of Selling, Ninth Edition. Cincinatti, Ohio: South-Western Publishing Company, 1969.

Wingate, John W. and Harland E. Samson. Retail Merchandising. Cincinatti, Ohio: South-Western Publishing Company, 1975.

Salesperson - Department Store	Competency Area (Selling) Classroom I	
Competencies	Learning Activities	
I. Systems Training	Individual	Group
A. Cash Register and Change-making.		
(816) How to operate a cash register correctly.	LAP 11 - #1, p. 2. Read, "Using a Cash Register," Chapter 11, Retail Selling, Bodle & Corey, pp. 134-142.	LAP 11 - #3, p. 2. Demonstration of different cash registers by a NCR representative. Create a slide presentation on the use and operation of the computerized cash register. Obtain the instructional booklets from the different companys and use these booklets to help you develop this presentation.
(888) Ability to efficiently handle a cash register.		LAP 11 - #3, p. 14.
(818) How to make change and count it back to the customer.	LAP 10 - #1, p. 2. Read Chapter 12, "Handling Money," Retail Selling, Bodle & Corey, pp. 145-157. Laboratory Manual for Retail Selling, Activiites #1, #2, #3, #4, #5, pp. 59-60. "Learning to Make Change," Section V, Project 15, Checker-Cashier, Judith E. Edison and Kenneth H. Mills, p. 95. Mathematics in Marketing, Lesson 3, Part A, B, C, pp. 10-11.	LAP 10 - #3, p. 2.
(896) Ability to determine the correct change and count it back to a customer during a cash sale.	LAP 10 - #1, p. 2. "Handling the Change Fund," Projects for Use with Preparatory or Pre-employment D.E. Curricu-lums, pp. 72-74.	
(829) Stock shortage and coverages are created by ringing an incorrect amount for a sales on the cash register or ringing the sales on the wrong key.	LAP 12 - #1, p. 2. LAP 12 - #1, p. 5.	LAP 12 - #3, p. 2. LAP 12 - #3, p. 5.
B. Sales Checks		
(819) The procedure to use when writing out sales checks.	LAP 13 - #1, p. 6. Read: Retail Selling, Bodle & Corey, Chapter 10, "Preparing a Sales Check," pp. 122-126. Read: Retail Selling, Bodle & Corey, Chapter 10, "Sales Check Procedures," pp. 128-132. Read: "The Purpose of Sales Checks," Retail Principles and Practices, 6th Edition, pp. 87-89.	LAP 13 - #3, p. 2. LAP 13 - #3, p. 6.

Salesperson - Department Store	Competency Area (Selling) Classroom I	
Competencies	Learning Activities	
	Individual	Group
(898) Skill in properly writing out sales checks.	"Sales Training Assignments," Laboratory Manual for Retail Selling, pp. 48-49. "Preparing Sales Checks," Part C, Mathematics in Marketing, Wm. B. Logan, W. Herbert Freeman, pp. 24-28. Problems and Projects for Retailing Principles, "Problems," pp. 35-65. "Sales Check Writing," Projects for Use With Preparatory or Pre-employment D.E. Curriculums, pp. 76-78. Using a transparency of a large sales check on the overhead projector, you will record a sale on the the transparency and the class will critique your sales check writing ability. Be sure that you write legibly.	Bob Baker was a new salesperson in a men's specialty shop. The first day on the job he neglected to write the stock numbers of the merchandise he had sold on the sales check, as was required by the store manager. The manager informed Bob of his error the next morning. How should Bob respond? Why should the store manager be so concerned about Bob's error? Would there be any inconvenience to Bob's customers? ("Working with People," #2, Retailing Principles and Practices, 5th Edition, p. 258)
(813) The procedures involved in conducting a cash sale transaction.	Read: "Types of Sales Transaction," Retailing Principles and Practices, p. 85. Read: "Sales Transactions," Retail Selling, p. 127.	
(890) Ability to efficiently handle a cash sale transaction.	LAP 14 - #1, p. 18.	
(815) How to properly handle charge plates during a charge sale transaction.	LAP 16 - #2, p. 9.	During a small group discussion, decide why it is important to carefully handle the charge plates. What could happen if the card is not handled with caution?
(889) Ability to efficiently handle a charge sale transaction.	LAP 16 - #2, p. 14.	
(831) How to handle C.O.D. sales, lay-away sales, and installment credit.	Read: "Types of Sales," Retailing Principles and Practices, pp. 86-87.	

Salesperson - Department Store	Competency Area (Selling) Classroom I	
Competencies	Learning Activities	
II. Sales Process	Individual	Group
A. Approach		
(812) Knowledge of the customer approaches such as greeting, merchandise, and service which may be used when opening a sale.	Read: "The Approach," Basic Salesmanship, Chapter 5, pp. 55-60, John W. Ernest, Gregg/McGraw-Hill. Consult magazines and newspaper advertisements and select 3 products. Write a service, greeting, and a merchandise approach for each item.	LAP 30 - #3, p. 19. LAP 30 - #6, p. 22. "Working With People," #1, #2, Basic Salesmanship, John W. Ernest pp. 64-65.
(869) Skill in opening a sales conversation with a suitable statement or remark.	LAP 31 - #2, p. 16. LAP 31 - #1, p. 21. Programmed text - "The Approach," Retail Salesmanship, F.E. Hartzler, pp. 9-21. Project #4-3 - "Merchandise Approaches," Marketing Projects and Activities, p. 46. Project #4-4 - "Lively Words," Marketing Projects and Activities, p. 46. Greet 5 people that you do not know and report on what happened. Use the following questions to help you in your evaluation: Did you feel at ease speaking to a stranger? Did they return your greeting? How many people did not respond? How did you feel? Do you think it would be easier to greet a customer on a job?	LAP 31 - #3, p. 21. Discussion group - Part C-1, "The Sales Talk," Fundamentals of Selling - Study Guides and Projects, p. 63. Project #4-6 - "Classify and Evaluate Approaches," Marketing Projects and Activities, pp. 45-46. Discuss why approaches are not appropriate and give examples of how the approaches can be improved. Class Project: "Beginning the Sales Process," Projects for Use With Preparatory or Pre-employment D.E. Curriculums, pp. 174-176.
(866) Skill in determining when to approach a customer about a sale.		LAP 31 - #3, p. 2.
(942) Possess the attitude that customers should be approached promptly and not be kept waiting.	Read: "The Importance of Promptness," Fundamentals of Selling, Wingate-Nolan, pp. 294-295.	LAP 30 - #6, p. 3. Retail Selling - "Retail Case Study," p. 237.
(862) Skill in remembering customers' names when serving them.	LAP 32 - #1, p. 2. Read - "Importance of Interest," Fundamentals of Selling, Wingate-Nolan, pp. 297-298.	

Salesperson - Department Store	Competency Area (Selling) Classroom I	
Competencies	Learning Activities	
	Individual	Group
(865) Skill in remembering personal information about individual customers.	LAP 32 - #1, p. 11. LAP 32 - #1, p. 28.	Game: Have the students in the class make a list of the following things: 1) Each student's middle name 2) Size of clothing 3) Favorite color 4) Favorite style Select one thing to match with each student's name and write each on a sheet of paper. Playing the T.V. game Concentration, see how many matches can be made from what the students remember about each other.
B. Determining Customers' Buying Motives		
(830) Knowledge of how to analyze customer needs.	LAP 40 - #2, p. 2. "Problems" - B and C, Problems and Projects for Retailing Principles and Practices, p. 75. Read, "Consumer Buyer Motives," Retailing Principles and Practices, pp. 213-219.	LAP 40 - #3, p. 12.
(870) Skill in determining customer wants and desires during a sale.	LAP 40 - #2, p. 44. "Understanding Prospects and Customers," Basic Salesmanship, pp. 27-32. Read and complete learning pacer.	
(946) Develop the attitude that in selling, one is appealing to such fundamental human wants as security, love and power.		LAP 38 - #3, p. 2. Divide into a small group of 3-4. Recall a recent television commercial and consider the following: a) What motive was appealed to verbally? b) What motive was appealed to by the type of people used in the commercial? c) If you liked the commercial, why did it appeal to you? If you did not like the commercial, why did it fail to appeal to you?
(883) Possess the ability to determine the buying motives of customers and then appeal to them.	Read, "Consumer Buying Motives," Retailing Principles and Practices, pp. 213-219. "Problems" - D - Problems and Projects for Retailing Principles and Practices, p. 76. "Determining Customer Needs," #1, #2, #3, #4, Laboratory Manual for Retail Selling, pp. 97-100. "Sales Problems," #1, #2, #3, #4, Student Activity Guide for Salesmanship Fundamentals, pp. 50-51.	

Salesperson - Department Store	Competency Area (Selling) Classroom I	
Competencies	Learning Activities	
	Individual	Group
(919) Develop a feeling that the customer needs the service or product being offered.	Read - "Making the Customer Want the Product," Fundamentals of Selling, pp. 309-313.	
(868) Skill in determining where the customer is in his thinking and proceeding to help him through the remaining decisions in the buying process.	LAP 41 - #1, p. 29. Read: "The Five Buying Decisions," Basic Salesmanship, pp. 32-33. "The Five Stages of a Sale," pp. 184-191, Salesmanship Fundamentals. Read: "The Customer's Mental Stages," Retailing Principles and Practices, (6th Edition), pp. 56-57.	"Salesmanship in Action," #2, in Salesmanship Fundamentals, p. 194. Split into small groups and decide on buying decisions before drawing a consensus from the entire group.
(920) Possess the attitude of a felling of sincere interest in customers and their problems.	"How to Show Interest in the Customer," Retail Salesmanship, #35-39, pp. 6-7.	LAP 39 - #4, p. 2.
(867) Skill in showing a genuine interest in the customer's problem.	LAP 39 - #2, p. 21.	
(863) Skill in distinguishing a customer's personal characteristics while talking to him.		LAP 39 - #4, p. 36. LAP 39 - #3, p. 40.
(916) Develop a feeling that each customer is an "individual."	LAP 43 - #1, p. 2.	LAP 43 - #3, p. 2. LAP 43 - #3, p. 19.
(873) Skill in relating merchandise benefits to a customer's needs when talking about it.	LAP 40 - #1, p. 59. Distribute handout, "Don't Sell Me Things," III-11, p. 76, Basic Selling, Texas unit. From this handout create your own handout. The items can be a list that you select from your chosen business. Analyzing the need for a product from both sides of the counter - #2, Projects for Use With Preparatory or Pre-employment D.E. Curriculums, p. 93. Read - "Product Benefits," Basic Salesmanship, pp. 187-188. "Preparing a Product Analysis," Project 4, Basic Salesmanship, Ernest, p. 51. "What Are Selling Points and Benefits," Retail Salesmanship, Hartzler, #12 - #57, pp. 34-39.	

Salesperson - Department Store	Competency Area (Selling) Classroom I	
Competencies	Learning Activities	
	Individual	Group
(842) Understanding that a combination of seeing, hearing and participating on the part of the customer helps strengthen a sales demonstration.	LAP 41 - #2, p. 2.	
(872) Skill in listening for indicators regarding the prices a customer wants to pay during a sale.	LAP 41 - #1, p. 16.	
(884) Possess the ability to question, observe, and listen in order to complete a successful sale.	Read: "Asking the Right Question," Retail Salesmanship, #44-61, pp. 96-98 (also use in suggestion selling).	
C. Arousing Interest in Products and Service		
(931) Develop the attitude that basic produce information is necessary to demonstrate good selling practices.	LAP 34 - #1, p. 2. Project 5-5, "Ads, Tags, and Labels," Marketing Projects and Activities, p. 58.	LAP 34 - #5, p. 3.
(827) Knowledge of the selling features of products and/or services.	LAP 34 - #2, p. 21. "Buying Motives and Selling Benefits," Retail Salesmanship, p. 6.	
(822) Knowledge of how to translate produce knowledge into customer benefits.	LAP 34 - #2, p. 32. Each student will complete form on p. 71 and a feature-benefit sheet on a product that they feel they would sell in their chosen area. Use the form from Basic Selling, pp. 71-78.	Divide into groups of 3 or 4. Each student in a group will receive the same kind of miniature candy bars. Each group will have different kinds of candy: Your group must then do a complete fact and benefit (selling point) sheet on the candy and be able to defend why your candy bar is the best available. Each group will give a report to the entire class. (If candy cannot be used, collected data from car dealers can be used. Groups can be divided into Fords, Chevrolets, Lincolns, Cadillacs, Dodges and so on.)
(885) Possess the ability to provide customers "facts and benefits" with discretion, analyzing and judging their reactions.	LAP 42 - #1, p. 6.	Arrange yourselves according to career interests. Using dummy merchandise or some item common to your field to list the features. Next, translate the features into benefits. Find out what motives relate to this type of merchandise.
(949) Possess an awareness that people usually do not buy merchandise itself; rather, they buy merchandise benefits.		Skits: Read skits from Basic Selling, pp. 72-73. Role play and discuss each skit to expand on what has already occurred.

Salesperson - Department Store	Competency Area (Selling) Classroom I	
Competencies	Learning Activities	
	Individual	Group
(892) Develop the ability to get merchandise into the customer's hands to create desire and attachment to the item.	Make a list of 10 items in your chosen field that appeal to at least 3 out of the 5 senses. Also, list what technique or method you can use that will get the merchandise into the customer's hands.	
(808) How to provide information about which will create desire or interest in customers.	LAP 35 - #2, p. 2. LAP 35 - #1, p. 13.	
(893) Skill in demonstrating merchandise in the ways it may be used by the customer.	Select a product of your choice that you would like to demonstrate to your classmates. Using all the available information you can find about your product, demonstrate how the product is used and give the product's benefits. Create a desire and interest for your product through your speech. Use enthusiasm. Class will critique your speech.	
(81C) Knowledge of how to handle individual differences in customers.	LAP 43 - #1, p. 30. Read: "How Customers Differ," Retail Selling, pp. 209-211. "Types of Customers," Effective Retail Sales Techniques, p. 202.	LAP 43 - #6, p. 31.
(894) Skill in showing or displaying merchandise in a way that creates interest and desire in customer.	LAP 29 - #1, p. 19.	
(922) Possess a strong interest in the merchandise or service being sold.	LAP 35 - #1, p. 45.	LAP 35 - #4, p. 52.
(925) Develop a feeling that genuine enthusiasm for merchandise during a sale will help create desire and interest in the customer.		LAP 35 - #3, p. 75.
(950) Possess an awareness that successful selling hinges on adequate product information, the customer's understanding and the salesperson's personality.	LAP 33 - #2, p. 2. Write a letter to a friend who has recently left town describing how and what you felt the first day that you worked in the simulated store. How much did you know about the merchandise? How relaxed did you feel when talking to customers about merchandise? Were you thinking of them or were you thinking of yourself? What were you doing and saying? Compare your first experience to how you feel now that you have some time in the store behind you.	

Salesperson - Department Store	Competency Area (Selling) Classroom I	
Competencies	Learning Activities	
	Individual	Group
(939) Develop a belief that to avoid confusing the customer a reasonable number of an item should be shown at one time.	LAP 35 - #2, p. 27. LAP 35 - #1, p. 32. LAP 35 - #2, p. 32.	
(934) Be aware that the amount of time needed to help one customer make a decision in purchasing an identical article may be double or triple that of another.	Watch your classmates complete sales demonstrations concerning multiple items. You will time three of the presentations to compare the length of the presentations. What conclusions can you draw from your observation?	
D. Building desire to own the product.		
(805) The ways to show or display merchandise to create interest and desire in customers.	LAP 29 - #1, p. 2. Read: "Point-of-Purchase Advertising," Fundamentals of Selling, pp. 378-380.	LAP 29 - #2, p. 2.
(806) Knowledge of the ways to demonstrate merchandise to create interest and desire.	Read: "Creating Desire Through Customer Activity," Fundamentals of Selling, p. 318. 9. D-3 - "Demonstrating the Product," Study Guide for Fundamentals of Selling, p. 65.	
(807) Knowledge of how to get merchandise into the customer's hands to create desire and attachment to the product.	LAP 45 - #2, p. 2.	
(843) Knowledge of how effectively handling merchandise builds respect for the goods in the customer's mind and helps to emphasize value.	LAP 44 - #1, p. 15.	
(924) Develop a feeling that value is added to merchandise that is handled with care and respect.	LAP 44 - #1, p. 2.	
III. Techniques in the Sales Process		
A. Answering Questions and Overcoming Objections		
(926) Develop the attitude that customers' objections must be handled and overcome with respect.		"Sales Problems," Student Activity Guide for Salesmanship Fundamentals, p. 96. Play record from Basic Salesmanship, side 2, band 2 of record 1 and discuss the importance of the general procedure for handling objections.

Salesperson - Department Store	Competency Area (Selling) Classroom I	
Competencies	Learning Activities	
	Individual	Group
(874) Skill in sensing a customer's objections and handling them as effectively as possible.	Complete assignment, "Sales Training Assignments," Laboratory Manual for Retail Selling, pp. 105-106. Read: "Overcoming Sales Resistance," Marketing Projects and Activities, pp. 48-49.	
(897) Ability to tactfully handle difficult customers.	LAP 49 - #1, p. 45. LAP 49 - #2, p. 45. Read: "Customer Types," Fundamentals of Selling, pp. 127-130.	LAP 49 - #4, p. 45.
B. Closing the Sale (Winning Conviction)		
(811) Knowledge of the ways to help a customer make a buying decision.	LAP 50 - #1, p. 2. Read: Retail Selling, pp. 275-278.	
(891) Skill in helping a customer make a buying decision.	LAP 50 - #2, p. 27. LAP 50 - #2, p. 37. Read: "Watch for Buying Signals," Basic Salesmanship, pp. 97-98. (Play record, side 1, band 1, of record 2 - see if you can rebuild the first two unsuccessful sales into successful sales.)	
(820) Knowledge of the ways to determine how and when to close a sale.	LAP 52 - #2, p. 2. LAP 52 - #1, p. 5. Read: "Recognizing Buying Signals," Retail Selling, pp. 273-274.	
(895) Skill in determing where and how to close a sale.	LAP 52 - #2, p. 27. "Problems," Problems and Projects for Retailing Principles and Practices, E and F, p. 27. Read: "Specific Techniques for Closing the Sale," Basic Salesmanship, pp. 98-103.	
C. Closing the Sale (Obtaining Action)		
(876) Skill in closing a sale with a statement appropriate to the occasion or the season.		LAP 52 - #4, p. 42.
(886) Ability to engage appropriate timing in every phase of the sales presentation.	LAP 53 - #2, p. 2.	LAP 53 - #3, p. 2.
(880) Ability to treat customer with courtesy even though they do not buy in hopes that they will return at some future date.	LAP 48 - #2, p. 2. Read: "Handling a Turndown," Basic Salesmanship, p. 103.	LAP 48 - #6, p. 3.

Salesperson - Department Store	Competency Area (Selling) Classroom I	
Competencies	Learning Activities	
	Individual	Group
D. Suggestion Selling		
(929) Possess the attitude that suggestion selling is a service to the customer and also increases volume and profits.	LAP 56 - #1, p. 2. LAP 56 - #2, p. 2. Read and complete individualized programmed instruction questions, Chapter 10, "Suggestion Selling," pp. 89-99, Retail Salesmanship.	Game: Bingo Salesmanship Directions on pp. 224-227.
(826) Knowledge of department and merchandise locations within the store.	12.A-5 Fundamentals of Selling Study Guides and Projects, p. 86.	LAP 28 - #8, p. 3.
(809) Knowledge of how to suggest related items, accessory items or larger quantities to customers in order to increase the amount of the sale.	LAP 59 - #2, p. 2. "Problems," E and F, Problems and Projects for Retailing Principles and Practices, p. 87. Read: "Selling Related Goods," Fundamentals of Selling, p. 401. Read and complete programmed instruction questions #1-9, "Suggestion Selling - Part II," Retail Salesmanship, pp. 100-101. Read: "Suggestion Selling and Trading Up," Retailing Principles and Practices, pp. 245-252. "Analyzing Marketing Concepts," #1, Marketing and Distribution (Project Activity Guide), p. 138.	
(882) Skill in coordinating with related items in an attempt to increase the amount of the sale.	LAP 57 - #2, p. 2. According to the product you have selected from your occupational field, make a list of at least 5 related items to that product and how you would suggest them to a customer.	
(875) Skill in suggesting larger quantities, related goods and additional goods in an effort to increase the average sale.	LAP 59 - #1, p. 22. "Sales Problems," #1 (a,b,c) and #2, Student Activity Guide for Salesmanship Fundamentals, p. 92. Read: "Suggestion Selling - Part II," Retail Salesmanship, pp. 100-110. Take "self-test."	
(877) Ability to effectively suggest advertised merchandise from one's own department or other departments in the store that might satisfy the needs of the customer.	LAP 28 - #1, p. 33. LAP 28 - #1, p. 40. "Sales Training Assignment," #3, Laboratory Manual for Retail Selling, p. 115. Read: "Specially Advertised Items," Salesmanship Fundamentals, p. 315.	LAP 28 - #5, p. 34.

GAME: BINGO SALESMANSHIP

Bingo Salesmanship is a training device that works equally as well with a high school DE class as with a large group of adults. If your class needs a spring tonic, you may be interested in the description of the game in the following article, reprinted from the Personnel Bulletin of the NRDGA now (NRMA), February, 1976.

Bingo Salesmanship, an Effective Training Device

by Lucy Crawford

In the Sales Clinics that Distributive Education conducted in several South Carolina towns last year, Bingo Salesmanship was one of the features that both salespeople and managers seemed to particularly enjoy.

Each person was given a mimeographed sheet with a copy of a bingo card on it.The lucky numbers were checked by writing the number of the game in the appropriate square. The squares were headed by the letters S A L E S, instead of B I N G O. The game was won in the usual "bingo" way.

This is where salesmanship training came into the game: Each number had a corresponding selling phrase. The caller read a number . . . then a selling phrase. Simultaneously, the numbered selling phrase was flashed on the screen from an overhead projector. Although it is not necessary to use a projector, this does help to impress the phrase on the salespersons's mind. The master of ceremonies gave short talks on key points as they were read.

Key Phrases Illustrated

At the games where I was master of ceremonies, I usually illustrated key selling phrases with live examples from current happenings in stores. Take for example, the phrase "Pick out an item to suggest and push it hard for a day." A local sportswear buyer had 12 grey skirts, retailing at $8.98 each, not one of which had sold. She had a meeting with her salesgirls, had one of them model one of the skirts, and let the group decide how to move them.

The group agreed that since the skirts fitted well and were of excellent material, each salesperson would try suggesting them to every customer who came into the department. Only after the salespeople had tried this suggestion would they take a markdown. By four o'clock that afternoon every skirt was sold at the original price.

I told this tale when we were playing bingo salesmanship with a store group of about 100 employees--and I dared them to try it. The store manager arranged some prizes and the group decided to try the experiment for four days. The manager reported a 20% increase in sales for these days.

I illustrate the phrase, "Handle returns with graciousness and understanding" with a story about the new employee who had all of the "difficult" customers pushed off on her. She was so pleasant in handling returns and exchanges that she soon built up one of the best sales volumes in the department.

Following the phrase, "Don't congregate in gossipy groups," I usually use the familiar verse:

"A wise old bird lived in an oak
The more he saw the less he spoke,
The less he spoke the more he heard
Why can't we be like that ole bird?"

At the end of the game I usually conclude with this poem:

I watched them tearing a building down
That gang of men in the busy town --
With a "Ho, heave ho" and a lusty yell
And the crash of a beam -- and the whole wall fell.
I asked the foreman, "Are these men skilled
The kind you'd get if you wanted to build?"
He laughed and answered "No, indeed!
Just common labor is all I need.
They can easily wreck in a day or two
What skilled builders take years to do."
So I asked myself as I went my way
In the game of life what part do I play?
Is my life following a well laid plan:
Am I diligently doing the best I can?
Or am I loitering about the town
Content with only tearing down? ---Author Unknown

Prizes Given Out

As an average, while playing the game, we have found that it takes about five minutes for someone to get "bingo." In the city-wide programs where we have had 500 or 600 in the group, we often had five or six bingo winners at one time in a game. As for length of the entire Bingo Salesmanship session, it usually

lasts thirty minutes. This includes the illustrations of key selling phrases and the small talk, as well as the time it takes to play four or five games of bingo.

Prizes offered the winners have ranged from ten-cent to twenty-five cent items, but the clamor for them has always sounded as though a television set was at stake. People on the management level have served as assistants at these sessions, and the assistants carried trays containing the little prizes through the audience so that winners could select their prizes.

Selling Phrases Used

It is easy to feel the enthusiasm of the group as the game is played, and although the program has all the fun of a carnival bingo game -- these selling phrases we have used form a capsule course in salesmanship:

S65 Make a card file of customer's size, type, etc.
E46 Call your customer when a wanted item appears.
L31 Call your customer by name.
S4 Read your firm's ads.
S61 Read your competitor's ads.
S7 Know where items are located in your store.
A28 Know your merchandise.
E47 Suggest multiple sales.
S64 Suggest related merchandise.
L36 Suggest new merchandise.
S72 Smile
A18 Answer objections with definite information.
A25 Handle returns with graciousness and understanding.
S62 Approach customers promptly.
S2 Show customer not more than three of an item at one time.
E53 Know your store's delivery schedule.
E56 Take telephone messages accurately.
A17 Ask your department manager for specific selling points.
S68 Show interest in your customer's needs.
L45 Suggest substitutes when you don't have what is asked for.
A16 Put yourself in your customer's place.
L35 Suggest more of the same article.
S15 Suggest larger quantities--the 57¢ size instead of the 25¢ size.
A27 Keep your stock fresh.
L40 Handle your merchandise appreciatively.
S13 Let your department manager know when stocks are low.
S75 Let your department manager know when your customer asks for something you don't have in stock.
L33 Call attention to advertized items.
L39 Know what merchandise is in your store's windows.
L32 Know what merchandise is in your competitor's windows.
S69 Be proud of being a salesperson.
S14 Feel that you have a wonderful career in the retail field.
L37 Don't keep customers waiting.
S9 Let waiting customers know that someone will help them as soon as possible.
L38 Tell your customers about your store's credit plans.
S66 Look happy while you're selling.
A24 Tell customers about bargains.
E52 Tell customers about merchandise in depts. other than your own.
S73 Have good business manners.
L34 Don't discuss personal affairs with customers.
L43 Make saleschecks accurately.
S67 Give the late customer courteous service.
S12 Make your displays sell for you.
S10 Put related items together in your displays.
E51 Watch customer's reactions.
S6 Know your customers.
L42 Make a habit of suggestion selling.
A26 Know how to recognize different types of customers.
L44 Pick out an item to suggest and push it hard for a day.
S74 Be nice to customers who don't buy.
E57 Always invite customers back to the store.
E59 Size up your customer's wants.
A19 Size up your customer's mood.
S8 Know your customer's financial ability to buy.
E54 Tell your customer how to care for her purchase.
S63 Don't make promises that can't be fulfilled.
E60 Read trade journals regularly.
L39 Use tact in handling difficult customers.
A23 Don't be a "griper."
A20 Take advantage of sales training opportunities.
A30 Be proud of your town.
S63 Be loyal to your store.
S5 Be well-informed about things in general.
E48 Appeal to the fundamental human wants: Security--love--power.

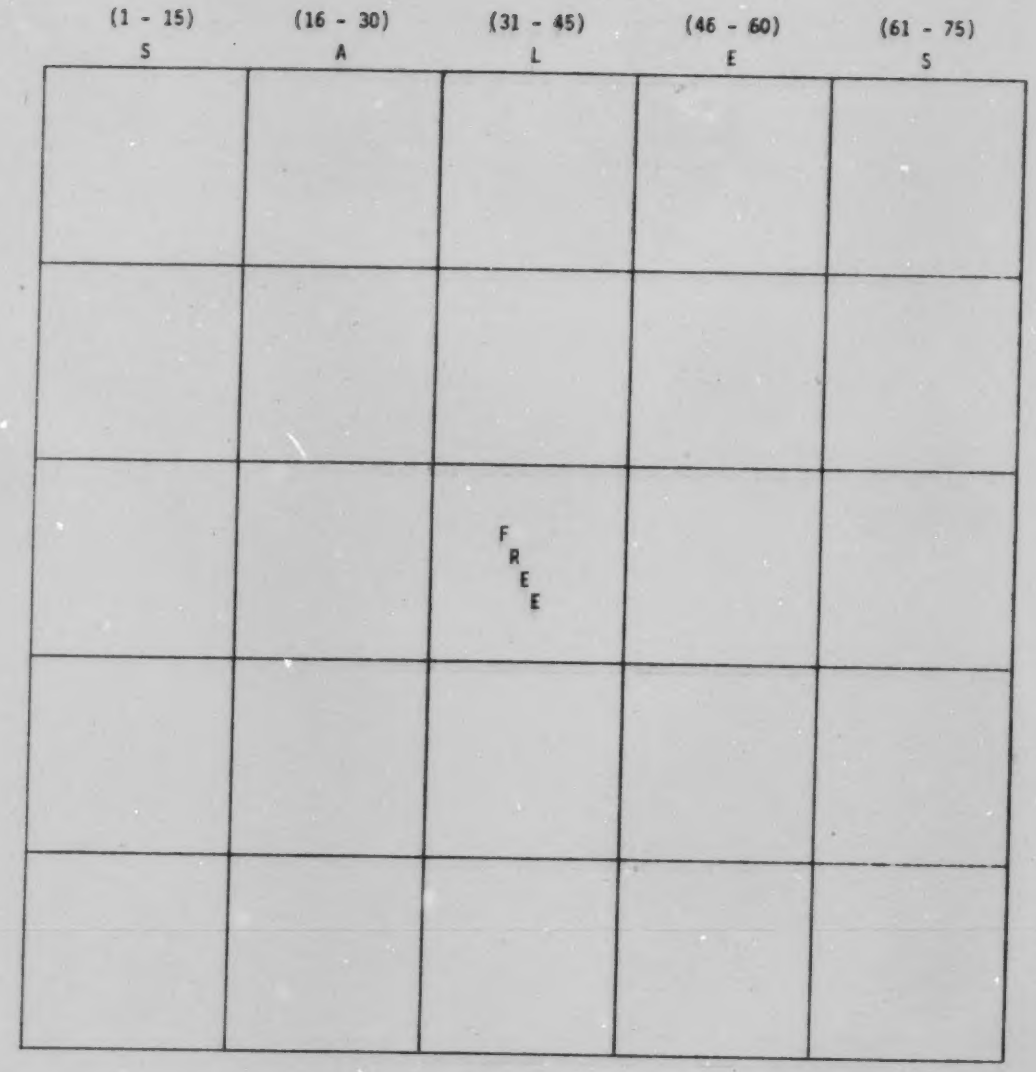
A21 Help your customers buy.
A29 Let your appearance help you sell.
S70 Be completely honest with your customers.
S71 When you make a promise to your customer--see that you live up to it.
A22 Put exact addresses on delivery packages so as to not disappoint your customers.
E58 Write legibly.
L41 Keep busy.
E50 Don't congregate in gossipy groups.
E49 Speak in a pleasing voice.
E55 Count change back to customer.

Here is a smaple of a completed bingo card:

S	A	L	E	S
14	20	32	52	71
10	27	42	55	64
7	23	FREE	59	69
11	28	34	56	72
15	25	33	53	67

On the following page is a blank card. You can let students fill in numbers for their cards by letting them choose any numbers within the range of numbers at the top of each column.

BINGO SALESMANSHIP



Competencies	Learning Activities: Individual	Group
IV. Customer Services - Selling Tools		
(932) Possess the attitude that sufficient understanding of a firm's policies is necessary to truly represent the viewpoint of management to customers.	Read: "Customer Services and the Marketing Mix," Customer Services, pp. [illegible]-5. Read: "Why Retailers Offer Credit," Retailing Principles and Practices, 6th Ed., pp. 257-258.	
A. Credit and Installation Plan		
(821) Knowledge of the importance of credit as a selling tool.	Read: "Why Consumers Use Credit," Retailing Principles and Practices 6th Ed., p. 257.	
(824) Knowledge of the store's credit policies, terms and credit plans.	Read: "Credit Policies," Retailing Principles and Practices, 6th Edition, pp. 265-273. Read: "Credit as a Customer Service," Marketing and Distribution, 2nd Edition, pp. 438-448.	
B. Other Customer Services		
(817) Knowledge of the store's procedures for handling merchandise being returned by the customer for exchange, cash refund, or charge credit.	Read: "Adjustments and Returns," Marketing and Distribution, pp. 451-452. "Analyzing Marketing Concepts," Project Activity Guide for Marketing and Distribution, p. 150. Read: "Adjustments, Exchanges, and Returns," Customer Services, pp. 57-60.	
(825) Knowledge of how to handle sales where merchandise alterations are needed.	LAP 54 - #2, p. 2. Read: "Repairs and Alterations," Retail Selling, p. 356.	
(833) Knowledge of the store's delivery schedule.	LAP 20 - #1, p. 2. Read: "Delivering the Merchandise," Retailing Principles and Practices, 6th Edition, pp. 97-98. Read: "Delivery," Marketing and Distribution, p. 452.	
(834) Knowledge of the store's policies concerning will-call or lay-away department.	Read: "Layaways," Retail Merchandising, pp. 152-153. Read: "Layaway or Will-Call Sales," Retailing Principles and Practices, 6th Edition, p. 86. Read: "Layaway," Retail Selling, pp. 352-253.	
(835) Knowledge of how to fill mail or telephone orders for merchandise.	Read: "Telephone Selling," and "Mail Order Selling," Retailing Principles and Practices, pp. 395-399.	LAP 21 - #4B, p. 6.

Salesperson - Department Store	Competency Area (Selling) Classroom I	
Competencies	Learning Activities	
	Individual	Group
	Read: "Selling By Telephone," Creative Selling, pp. 66-68. #4, #5, "Sharpen Your Outlook," Creative Selling, p. 73.	View the film, "The Voice of Your Business," from the C & P Telephone Company. (free loan)
(887) Skill in packing or wrapping a customer's purchase whether it is a take-with purchase or one to be delivered.	Read: "Wrapping the Merchandise," Basic Retailing and Distribution, Welch, Levy, Feldman (Pitman), PP. 276-283. Contact a variety store in your area. Ask if the company has any films or filmstrips that pertain to wrapping and/or packing. Try to borrow these filmstrips for your class.	Listen to a demonstration by someone from the gift wrap department of a store or a woman who has talents in this area to demonstrate this skill.
V. Professionalized Selling		
(933) Possess a realization of the improtance of the salesperson's position in regard to his public relations function.	LAP 4 - #1B, p. 6. Read: "Selling in a Selling Situation," Basic Sales Techniques, University of Texas, pp. 1-3. Read: "The Importance of Salesmen," Marketing and Distribution, pp. 400-402.	
(938) Possess a feeling of pride in being a salesperson.	LAP 3 - #2, p. 2.	
A. Self-Analysis		
(943) Possess a belief that one should live up to promises made to customers.	LAP 6 - #2B, p. 13.	
(944) Possess a belief that one should take advantage of sales training opportunities.	Read: "Training and Evaluating Salesmen," Fundamentals of Selling, pp. 519-520.	
B. Selling Costs		
(864) Skill in meeting sales quotas.	LAP 8 - #1, p. 3.	LAP 8 - #7A, p. 12.
(945) An awareness that each salesperson should attempt to meet his sales quota.	Read: "Quota Plan," Fundamentals of Selling, p. 525. Read: "Establishing Goals," Salesmanship Fundamentals, p. 380. Read: "Quota Plan," Retail Merchandising, p. 172.	LAP 8 - #4B, p. 16.
C. Business and Public Relation Policies		
(930) Possess the attitude that the act of selling is helping the custumer obtain maximum personal satisfaction for money.	LAP 1 - #1, p. 2. Read: "The Beginner's Role in Satisfying the Customer," Retailing Principles and Practices, pp. 116-117.	LAP 1 - #3, p. 2.

Salesperson - Department Store	Competency Area (Selling) Classroom I	
Competencies	Learning Activities	
	Individual	Group
(828) Knowledge that customer loyalty can be built with timely merchandise and friendly service.	LAP 47 - #2A, p. 2.	LAP 47 - #3B, p. 8.
(899) Ability to serve customers in the manner or style that management desires.		The store's policy is "The Customer is Always Right," but you feel that customers are not always honest, especially in returning merchandise. A woman comes to your department and wants to return a sweater that she said fell apart after she washed it. You feel that she did not follow the directions. How would you handle this situation when you know what the store policy is?
(921) Possess a belief that the job of selling contributes to the well-being of customers.	LAP 1 - #2B, p. 15.	
(923) Possess a conviction that selling is important to the store and to the economy.	LAP 2 - #2A, p. 2. LAP 2 - #2B, p. 8.	LAP 2 - #3B, p. 8.
(935) Possess the attitude that today's customer keeps up-to-date on recent developments, is often presold when she arrives in the store, is alert to new ideas, wants facts about the merchandise and expects wide assortments.	LAP 36 - #2, p. 10.	
VI. Handling Complaints and Exchanges		
A. Customer Complaints		
(823) Knowledge of the ways to handle customer complaints according to store policy.	LAP 60 - #7, p. 3. Read: "Customer Complaints," Retailing Principles and Practices, pp. 39-40.	
(927) Possess the attitude that a customer's complaint is an excellent opportunity to build good will.	LAP 60 - #1A, p. 34. LAP 60 - #1B, p. 43.	
B. Merchandise exchanges, cash refunds, and charge credits.		
(879) Ability to determine how to handle individual situations in which merchandise is being returned for exchange, cash refund, or charge credit.	Read: "Adjustment Policies," pp. 103-108, Retailing Principles and Practices, 6th Edition.	Divide into small buzz groups and discuss, "Problems," Retailing Principles and Practices, 6th Edition, p. 108.

Salesperson - Department Store	Competency Area (Selling) Classroom I	
Competencies	Learning Activities	
	Individual	Group
VII. Stock Display and Care		
(936) Attitude that today's customer chooses the store where shopping conditions are most pleasant.	Read: "Visual Merchandising," Marketing and Distribution, 2nd Edition, pp. 381-385. Read: "Types of Display," Display and Promotions, pp. 15-16.	LAP 5 - #4, p. 2.
A. Stock Display		
(837) Knowledge of how to prepare or organize stock for accurate and fast counting during an inventory.	Read: "Inventory Control Systems," Retailing Principles and Practices, pp. 428-434. #8 - Problems," Problems and Projects for Retailing Principles and Practices, p. 46.	LAP 25 - #3B, p. 5. Divide into groups according to occupational interests. Make a list of products from your area and describe a form of inventory that would be suitable.
(838) Knowledge of how to arrange stock in a selling department by color, size, price, etc.	LAP 24 - #2B, p. 5.	LAP 24 - #4A, p. 2.
(839) Knowledge of how to best utilize selling space with volume or best sellers.	LAP 24 - #1A, p. 13.	LAP 24 - #3A, p. 13.
(840) Knowledge of the housekeeping duties which must be performed in connection with proper stock care.	LAP 23 - #2, p. 2. Read: "Housekeeping," Retail Selling, pp. 62-67.	Divide into groups of four. Case study - Retail Selling, p. 69.
(878) Skill in locating stock in the selling floor, in an understock or an in-reserve stock.	LAP 26 - #1B, p. 21. LAP 26 - #2C, p. 24. Read: "Protecting Stock and Good Stockkeeping Practices," Retailing Principles and Practices, 6th Edition, p. 134.	LAP 26 - #4A, p. 19.
(928) Knowledge that good display of merchandise is a prime factor in developing a customer's interest.	LAP 22 - #3A, p. 2. Read: "Display or Visual Merchandising," Retail Selling, pp. 324-327.	LAP 22 - #4A, p. 2.
(941) Possess a belief that one must know the merchandise being featured in interior and window displays in order to do an adequate selling job.	MAP - Marketing Area - Bronze Award, #6.	Mrs. Fox enters the sewing department and says she would like to see the knits that were advertised in the display with the dresses in the women's department. Connie, the salesgirl, knows that some materials were taken out of the department but she is not sure what kind was taken for the display. She tells the customer to go back and find out the name of the brand of material. What is the real problem?
B. Stock Care		
(841) Knowledge of how to make minor repairs to merchandise to return it to selling condition.	LAP 55 - #1B, p. 5.	LAP 55 - #3B, p. 5.

Salesperson - Department Store	Competency Area (Selling) Classroom I	
Competencies	Learning Activities	
	Individual	Group
		Mr. Jacobs wants to buy a robe as a birthday present for his wife. The snap, however, had fallen off of the garment. What would you do if this were your customer? Describe in detail what procedure you would follow.
(940) Attitude that stocks which are kept fresh and tidy are a true asset during a sale.	LAP 22 - #2A, p. 27. LAP 22 - #1B, p. 32. Read: "Stockkeeping Helps Everyone," Retailing Principles and Practices, 6th Edition, p. 130.	LAP 22 - #3B, p. 32.
(908) Ability to rotate coded items to the front so that older merchandise is sold first.	Read, "Helping Salespeople," Retailing Principles and Practices, 6th Edition, pp. 130-131. Read: "Stockkeeping," Fundamentals of Selling, p. 134.	LAP 25 - #4, p. 13.
(947) The buyer or department manager must be promptly informed of items not in stock for which customers ask.	Read: "Requests from Customers," Retail Selling, p. 376.	
(948) Merchandise must be carefully handled to reduce markdowns.	LAP 23 - #1, p. 16.	

Salesperson - Department Store	Competency Area (Selling) Simulation I	
Competencies	Learning Activities	
	Individual	Group
I. Systems Training		
A. Cash Register and Change-making		
(816) How to operate a cash register correctly.	Sales Training Assignments, #1, #2, #3, #4, #5, #6, Laboratory Manual for Retail Selling, pp. 53-57. Read: "The Face of the Cash Register," Checker-Cashier, Edison, Mills, pp. 6-13. Project 2, "Labeling the Face of the Cash Register," Checker-Cashier, Edison, Mills, pp. 47 - 48.	During a tour or a field trip to a shopping center, visit different stores and do a survey on the different types of cash registers seen.
(888) Ability to efficiently handle a cash register.	Visit 3 stores and observe a cash register transaction at each store. Write a brief summary giving a description of the type of cash register used.	According to your related job areas, perform the problems on the cash register. (Problems on the following pages.)
(818) How to make change and count it back to the customer.	Observe 10 sales completed by various salespeople. Watch carefully the procedures used in change making. Is the proper procedure used? Give details on wrong procedures used. Summarize what you have learned.	
(896) Ability to determine the correct change and count it back to a customer during a cash sale.		LAP 10 - #3, p. 2. Divide into groups of two and practice giving change back to each other. Play money should be used to make the situation more realistic. Four sets of play money are needed.
(829) Stock shortage and coverages are created by ringing an incorrect amount for a sales on the cash register or ringing the sales on the wrong key.		Jim Cross is a new employee in your department. Since it is your responsibility to close out the cash register in the evenings, you must explain to Jim why it is important that the correct amount be rung on the register and also why merchandise must be rung on a specific key. Select someone and role-play this situation.
B. Sales Checks		
(819) The procedure to use when writing out sales checks.	LAP 13 - #2, p. 2.	
(898) Skill in properly writing out sales checks.	LAP 13 - #1, p. 14. LAP 13 - post-test, p. 19.	

Associate yourself with the students who are working in your related job area and perform the following exercises on the cash register.

Grocery Sales

1.

Lunch Meat	$ .73
Sm. Green Beans	.32
Bread	.59
Milk	.74
Sugar (5 lb. bag)	1.89
4 Tomatoes @ $.93	.93
Corn Flakes	.84
Frankfurters	.86
5 lbs. of Coffee	3.54
Sub-Total	
4% Tax	+
Total	

2.

American Cheese Slices	$ .62
Carton of Pepsi	1.69
Frozen Lima Beans	.34
Lettuce	.49
Margarin	.39
4 Dial Soap @ $.16 each	(find amount)
Box of tissues	.29
6 Oranges	.80
1 Cucumber (2 for $.49)	
Sub-Total	
4% Tax	+
Total	

Service Station

1.

2 Regal 4-ply tires, $16.95 ea.	$
Battery	32.85
Lubrication	1.50
Oil Change	3.00
Oil Filter	1.00
Total	

2.

Gas	$8.20
Oil (1 quart)	.49
Total	

Grocery - Sub-Total Groceries, Add 4% Tax, and Find Total

Item	Dept.	Quantity	Price
Mixed nuts	grocery	1 jar	$1.49
Sour cream	grocery	1 pt.	.36
Onion soup mix	grocery	1 pkg.	.19
Potato chips	grocery	1 twin bag	.69
Bacon	meat	1 lb.	1.39
Asparagus tips	grocery	2 cans	.55
Eggs	grocery	1 doz.	.74
Crackers	grocery	1 box	.59
Chicken breasts	meat	4 lb.	2/1.12
Precooked ham	meat	4 lb.	3.29
Mushroom soup	grocery	2 cans	3/ .94
Dinner rolls	grocery	2 pkgs.	.43 each
Graham crackers	grocery	1 box	.39

#1 - On the cash register, find the sub-total, 4% tax, and total of the following items on the cash register tape.

Item	Dept.	Quantity	Price
Plastic storage bags	Miscellaneous	1 doz.	6/59¢
Roller caddie	Miscellaneous	1	2.50
Wrapping tissue	Stationery	2 pkgs.	69¢ each
Stationery	Stationery	2	1.25
Film	Photo Supplies	10 rolls color	3/4.79
Mouthwash	Drugs	3	1.27
Toothpaste	Drugs	1 tube	.83

#2 - Using the cash register, find the sub-total, amount of tax, and final total of the following sale for Mrs. Barnett who is having a bridge party.

Item	Dept.	Quantity	Price	Amt. to be paid
Paper tablecloth	Miscellaneous	1	$1.49	
Matching paper napkins	Miscellaneous	1	.49	
Matching paper plates	Miscellaneous	2	2/.89	
Paper flowers	Miscellaneous	2 doz.	3/.59	
Flower containers	Household needs	2	1.95 each	
Bridge tally packets	Stationery	2	3/.98	
Party favors	Stationery	2	5/1.98	
Party matches	Miscellaneous	2	1.29 each	

Department Store (Computerized)

#1 - Mrs. Finch is buying back-to-school clothes for her children. Ring up the sale on the cash register, compute the tax, and total the sale.

Item	Dept.	Classification	Price	Quantity
Gym shoes	492	8	4.50 each	3 pairs
Boy's socks	490	4	2/ .79	12 pairs
Girl's socks	490	3	2/ .69	7 pairs
Girl's knee socks	490	2	1.13 each	4 pairs

#2 - Mrs. Finch next went to the children's department for young girls. Her purchases were:

Item	Dept.	Classification	Price	Quantity
Dresses	301	7	13.50	1
		8	15.00	1
Jeans	301	15	7.00 each	3
Casual shirts	301	4	4.00	2
T-shirts	303	1	1.50 each	6

Department Store (Non-computerized)

#1 - Miss Evan Johnston is moving into an apartment next month, and she is buying several items she needs. All purchases are made in the notions department. Give sub-total, tax, and total of sale.

Item	Dept.	Quantity	Price	Total Amt.
Tea towels	641	1 doz.	69¢ each	
Dish cloths	641	5	4/99¢	
Measuring spoons	641	1 set	49¢	
Aluminum measuring cup	641	1	59¢	
Rolling pin	641	1	1.89	
Paring knives	641	2	2.49 each	
Flour sifter	641	1	89¢	
Scissors	641	1	3.25	
Sewing kit	641	1	1.00	
Storage bag for clothes	641	1	3.82	

Salesperson - Department Store	Competency Area (Selling) Simulation I	
Competencies	Learning Activities	
	Individual	Group
		Obtain a sufficient supply of sales checks. Your coordinator will hand you a card giving you details on the sale. Fill in the sales checks and complete totals. Exchange cards so that you will have an opportunity to complete 3 different sales. (Coordinator will create 15 different sales and place them on index cards.) You have been working in the department for 4 years and you have done an excellent job in completing sales checks. They are always neat and legible. The supervisor has asked you to talk at the store department meeting about what is important in sales check procedures. What will you say at the meeting?
(813) The procedures involved in conducting a sale transaction.		LAP 14 - #4, p. 2.
(890) Ability to efficiently handle a cash sale transaction.	Have each student complete 3 cash sale transactions.	Write a sales check for a cash sale transaction. Put the transaction on sale check transparency to use on overhead projector. Class will complete a cash sale transaction. Each student would complete sale with the coordinator's supervision. Using the same index cards that were used in the exercises with sales check techniques, complete a cash sale transaction.
(814) Procedure for conducting a charge sale transaction.	LAP 16 - #2, p. 2. Visit a store in your community and find out the procedure for charging items in that particular store. Be sure that you know: What is the procedure for handling the charge plate? What is the approval amount ($) of a sale? Who is called for approval? What is done if customer does not have charge plate with him?	LAP 16 - #4, p. 2. LAP 16 - #3, p. 9.
(815) How to properly handle charge plates during a charge sale transaction.		Decide what procedures your department will follow in the handling of charge plates? Write this procedure in the Department Handbook for Procedures.
(889) Ability to efficiently handle a charge sale transaction.	Each student should perform at least 3 sales transactions that are a charge sale. "Problems," Problems and Projects for Retailing Principles and Practices, pp. 35-36.	LAP 16 - #3, p. 14.

Salesperson - Department Store	Competency Area (Selling) Simulation I	
Competencies	Learning Activities	
	Individual	Group
(831) How to handle C.O.D. sales, lay-away sales, and installment credit.	Interview a salesperson at a local store and ask them what they do for a C.O.D. sale, a lay-away sale or an installment credit sale. Be sure to find out if there is an extra charge for C.O.D. sales. What is the time limit on all 3 types of sales? What happens if the sale is not completed (example: C.O.D. - owner refuses merchandise; lay-away - person has $10 down and does not want merchandise; installment plan - customer does not make an installment payment)?	Write a sales check for a C.O.D. purchase. Write a sales check for a layaway purchase. Write a sales check for an installment credit purchase.
II. Sales Process		
A. Approach		
(812) Knowledge of the customer approaches such as greeting, merchandise, and service which may be used when opening a sale.	Select two products which are sold in your department of the simulated store. Write a service, greeting, and merchandise approach for these products.	
(869) Skill in opening a sales conversation with a suitable statement or remark.	Fundamentals of Selling - Study Guides and Projects, Wingate & Nolan, Part B-1, "Opening the Sale," p. 61.	Role play the situation, #1, #2, #3, on the following page. Divide into groups of two. Your coordinator will fill a jar with slips of paper on which different products are named. Each pair will select a product. After everyone has a slip of paper, the coordinator will inform each pair which type of approach to use in that particular instance. After one sales demonstration has been completed, change places and use the same approach for the product but have a new idea. The approaches should be tape recorded so that they can be shared with the entire class at a later date. The process will repeat itself by selecting a new product.
(942) Possess the attitude that customers should be approached promptly and not be kept waiting.	LAP 30 - #2, p. 11.	Case Study - "Personal Selling," #5. Ohio State D.E. Materials Laboratory. Case Studies - See following page. Role Playing Situations - See following page.
(862) Skill in remembering customers' names when serving them.		In small groups of three or four, decide what methods could be used to help you to remember your customer's names. (e.g., file index cards) Write down at least three ways.
(865) Skill in remembering personal information about individual customers.		LAP 32 - #2, #3, p. 18.

ROLE PLAYING SITUATIONS
(869)

#1 A young couple with a new baby are looking at movie cameras in the store. Becky Hawks has just learned the merchandise approach to selling in her D.E. class. What might Becky say to the young couple?

#2 Your prospective customer has been looking at dresses on a rack. She separates one and examines it very carefully. What would you say or do?

#3 Your prospective customer has been looking at the tennis rackets on display. What would you say or do?

CASE STUDIES
(942)

#1 Sally Jones is constantly receiving personal telephone calls on the department phone. She does not end her conversations when a customer comes into the department. What should Sally do?

#2 Maggie Katz and Suzi Booth are good friends and socialize together a great deal after business hours. They can be found many times talking in the department instead of attending to the customers or their job duties. In this particular situation, what effect does this have on the image of the store?

#3 Carl Knox was waiting on two customers at the same time when he noticed that a third customer was waiting to be helped. Carl knew he could not handle three customers at one time so he completely avoided the third customer. What should Carl have done in this situation?

ROLE PLAYING SITUATIONS
(942)

#1 Mary was busy unpacking a new shipment of dresses. She was very excited about the new merchandise and wanted to make sure it was on the floor as soon as possible. Just as Mary was finishing unpacking she noticed a customer in the department and immediately went over to the lady. The customer, however, was angry because she had been waiting for Mary for quite a few minutes. How should this situation have been handled?

#2 The Seller family had just completed a new family room and Mrs. Seller wanted to buy new curtains to put in the room. She went to Howard's Department Store and found several patterns that appealed to her, but she needed assistance in her final selection and in delivery arrangements. There were two other customers in the department and only one salesperson. The salesperson was very busy with one customer and did not acknowledge anyone else's presence. Mrs. Seller saw another salesperson in the stockroom. As the salesperson on the floor, what would you have done in this particular instance?

Salesperson - Department Store	Competency Area (Selling) Simulation I	
Competencies	Learning Activities	
B. Determining Customers' Buying Motives	Individual	Group
(830) Knowledge of how to analyze customer needs.	Select one customer who comes into your simulated store and write a brief outline about how you determined the needs of that customer.	
(870) Skill in determining customer wants and desires during a sale.		LAP 40 - #4, p. 50. Select a product of your choice. Prepare a sales demonstration and select a customer from your classmates. Using the sales rating sheet from the DECA Sales Demonstration Competitive Events, have your peers rate you on your ability to determine customer wants and needs.
(946) Develop the attitude that in selling, one is appealing to such fundamental human wants as security, love and power.	LAP 38 - #1, p. 7. As you sell a product to a customer in a sales demonstration in your simulated store, decide what motive you are using to help to close the sale. See if you can change the motive the next time you sell the same product.	
(883) Possess the ability to determine the buying motives of customers and then appeal to them.	LAP 38 - #1, p. 21. While selling a product to a customer in your simulated store, try to determine what reason the customer has for inquirying or purchasing the product you are selling. Use the motive you think is behind the customer's interest to help to make the sale a success. Discuss your success with your store supervisor or coordinator.	
(919) Develop a feeling that the customer needs the service or product being offered.	It is difficult to sell merchandise you cannot believe in. Write a fact/benefit sheet, about three products and explain in a few brief sentences why a customer would need to purchase the product. Be sincere in your explanation.	LAP 7 - #4, p. 2.
(868) Skill in determining where the customer is in his thinking and proceeding to help him through the remaining decisions in the buying process.	"Sales Problems," #6 & #7, Student Activity for Salesmanship Fundamentals, pp. 53-54.	LAP 41 - #3, p. 35.
(920) Possess the attitude of a feeling of sincere interest in customers and their problems.	LAP 39 - #1, p. 12.	

Salesperson - Department Store	Competency Area (Selling) Simulation I	
Competencies	Learning Activities	
	Individual	Group
(867) Skill in showing a genuine interest in the customer's problem.	Make a list of the things you can do to show a customer that you are interested in their problem. This includes facial expressions, mannerisms, or gestures.	
(863) Skill in distinguishing a customer's personal characteristics while talking to him.	LAP 39 - #1, p. 33. LAP 39 - #2, p. 40.	
(918) Develop a feeling that each customer is an "individual."	MAP - Human and Public Relations, Silver Award - #11.	
(873) Skill in relating merchandise benefits to a customer's needs when talking about it.		LAP 40 - #4, p. 62.
(842) Understanding that a combination of seeing, hearing and participating on the part of the customer helps strengthen a sales demonstration.	Write a selling script using a product in your chosen area where the customer is completely involved in the sales situation. Make sure that the script includes: Questions from the customer, comments customer makes about price and questions the salesperson asks.	
(872) Skill in listening for indicators regarding the prices a customer wants to pay during a sale.	LAP 41 - #2, p. 20.	
(931) Develop the attitude that basic produce information is necessary to demonstrate good selling practices.	In your department in the simulated store, why is it important that you have a working knowledge of the products. Briefly discuss with your coordinator the benefits you receive by knowing information about your products and the benefits your customers receive.	
(827) Knowledge of the selling features of products and/or services.	Select one product from your career field that you will want to use in a sales demonstration. You can use one of the products selected from the catalog. Write out all of the answers about your merchandise using the guide "Know Your Merchandise from A to Z," Effective Retail Sales Techniques, Ohio D.E. Materials Laboratory.	
C. Arousing Interest in Products and Service		
(822) Knowledge of how to translate produce knowledge to customer benefits.		LAP 34 - #5, p. 33.
(885) Possess the ability to provide customers "facts and benefits" with discretion, analyzing and judging their reactions.	Select three (3) items from a catalog that relates to your chosen occupational area. After reading the description given in the catalog, write a feature-benefit sheet for each of the products selected. (These product fact/benefit sheets will be used again in another activity.)	

Salesperson - Department Store	Competency Area (Selling) Simulation I	
Competencies	Learning Activities	
	Individual	Group
(949) Possess an awareness that people usually do not buy merchandise itself; rather, they buy merchandise benefits.		Simulation: Using the wrapping counter as a setting for the skit, role-play the two situations from Basic Selling, pages 65-68. (Texas Unit). Discuss the skits to bring out both the good and bad points of each situation. (Assign skit a day ahead so that students can bring in the appropriate props.)
(892) Develop the ability to get merchandise into the customer's hands to create desire and attachment to the item.		Divide into groups according to career interest. Demonstrate 2 items in your field and use an approach that will get the merchandise into the customer's hands. Practice this technique with another student.
(808) How to provide information which will create desire or interest in customers		LAP 35 - #5, p. 3.
(893) Skill in demonstrating merchandise in the ways it may be used by the customer.	LAP 46 - #1, p. 9.	
(810) Knowledge of how to handle individual differences in customers.	From your experiences in the simulated store or your place of employment, write about an experience that you had with a customer. Classify your customer into a group and tell how you should deal with this group.	
(894) Skill in showing or displaying merchandise in a way that creates interest and desire in a customer.	Using the merchandise in the simulated store, arrange a display on the counter that creates interest and desire. Taking the same merchandise, show the item to a prospective customer with the same skill that creates interest and desire. Report how many times people stopped to look at your display in a two day period and how many of that item was sold. For a sales demonstration, you previously selected an item from your chosen occupational area. Write in a short paragraph how you would display that merchandise and how you would show it to your customers.	
(922) Possess a strong interest in the merchandise or service being sold.	Select an item in your chosen occupational field which you feel would be the most difficult merchandise to sell. Get yourself involved with this piece of merchandise. Find out the importance behind the product. Relate this enthusiasm, interest, and knowledge into customer benefits. Practice selling this merchandise to 2 people. Have	

Salesperson - Department Store	Competency Area (Selling) Simulation I	
Competencies	Learning Activities	
	Individual	Group
	them rate you on your interest and enthusiasm after the sale is completed.	
(925) Develop a strong interest in the merchandise or service being sold.	LAP 35 - #1, p. 71. LAP 35 - #2, p. 75.	
(950) Possess an awareness that successful selling hinges on adequate product information, the customer's understanding and the salesperson's personality.	LAP 33 - #2, p. 5.	
(939) Develop a belief that to avoid confusing the customer a reasonable number of an item should be shown at one time.	LAP 35 - post-test, p. 42. While you are working in your simulated store, observe and report about a selling situation where the customer became too confused to buy.	
(934) Be aware that the amount of time needed to help one customer make a decision in purchasing an identical article may be double or triple that of another.	Visit a store and watch at least 2 sales demonstrations. Report on: How long did the sale take? Did the salesperson have the correct product information? How many items were shown to the customer? Did the customer buy? What type of customer was in each sale? Write a brief paragraph about each of the selling situations.	
D. Building Desire to Own the Product		
(805) The ways to show or display merchandise to create interest and desire in customers.	Practice in front of the class how you would show 2 items of your choice to a customer.	
(806) Knowledge of the ways to demonstrate merchandise to create interest and desire.	LAP 46 - #2, p. 2.	
(807) Knowledge of how to get merchandise into the customer's hands to create desire and attachment to the product.	Referring to your original fact-benefit sheet, mark those areas with a check mark where the product must be demonstrated. Write at least five statements that would involve the customer to the point of touching or holding the product. Practice with a classmate on getting merchandise into his hands and also creating interest and desire in the product.	
(843) Knowledge of how effectively handling merchandise builds respect for the goods in the customer's mind and helps to empahsize value.	LAP 44 - #2, p. 15. LAP 44 - #2, p. 18.	

Salesperson - Department Store	Competency Area (Selling) Simulation I	
Competencies	Learning Activities	
	Individual	Group
(824) Develop a feeling that value is added to merchandise that is handled with care and respect.	LAP 44 - #1, p. 5. Borrow some merchandise from a store that is in the area of your occupational interest. Bring the merchandise to class and sell it to a classmate. Be sure to handle the merchandise so that you show respect and value for your product.	
III. Techniques in the Sales Process		
A. Answering Questions and Overcoming Objections		
(826) Develop the attitude that customers' objections must be handled and overcome with respect.	LAP 49 - #1, p. 4.	LAP 49 - #3, p. 4.
(874) Skill in sensing a customer's objections and handling them as effectively as possible.	Select a product, product line, or service related to your occupational objective. Arrange to find out the 5 major or most frequently raised objections to buying the product or service you selected through one or more of the following means: a) Observation in one or more businesses representative of your career interest. b) Interview with employees who sell the product. c) Trade Publications Write the 5 objections exactly as a customer might word these objections. Now phrase your answers as to how you would reply to such an objection. Project #8, "Answering Objections and Excuses," Basic Salesmanship, p. 94.	
(897) Ability to tactfully handle difficult customers.		Students should simulate a sales demonstration with the following types of difficult customers: Procrastinating Silent Disagreeable Suspicious Shrewd
B. Closing the Sale (Winning Conviction)		
(811) Knowledge of the ways to help a customer make a buying decision.	LAP 50 - #2, p. 8.	
(891) Skill in helping a customer make a buying decision.		Role play: Assume you are a salesman in the television department. A customer is interested in a color televison set but has never owned one. You have given an effective presentation and demonstration of

Salesperson - Department Store	Competency Area (Selling) Simulation I	
Competencies	Learning Activities	
	Individual	Group
		several models, but you sense that the customer is still uncertain. She seems to be most concerned with the antenna hook-up and the delivery. What might you say to help this customer make a decision?
(820) Knowledge of the ways to determine how and when to close a sale.	Explain to a new sales employee the techniques of closing a sale. What key points would you stress as being most important? Role play this situation.	
(895) Skill in determining where and how to close a sale.		Divide the class into working groups of two. Take a common item and work on a complete sales presentation. Allow 5 minutes for preparation of the sales presentation. Build two trial closes and two objections into your demonstration. You will have 3 minutes to present the demonstrate.
C. Closing the Sale (Obtaining Action)		
(876) Skill in closing a sale with a statement appropriate to the occasion or the season.	LAP 52 - #2, p. 47.	Working in groups of two, simulate a sales demonstration where the customer buys: 1) A blouse as a birthday gift 2) An evening dress during the Christmas season 3) A new pair of shoes for back to school (child's) 4) A new outfit for Easter More demonstrations can be assigned so that each group will present a different simulation.
(886) Ability to engage appropriate timing in every phase of the sales presentation.	Using the product that you have chosen from your career field, give a complete sales demonstration. Be sure to use features/benefits, answers to objections, closing procedures such as recognition of a buying signal. Complete the project, "Preparing a Sales Presentation," Basic Salesmanship, p. 107. The presentation will be recorded so that you will be able to correct your weaknessess. Members of the class will rate each sales demonstration on the DECA evaluation form.	LAP 53 - #4, p. 26.
(880) Ability to treat customer with courtesy even though they do not buy in hopes they will return at some future date.	LAP 48 - #3, p. 5.	You have been working with a customer about twenty minutes in the tie department. The woman cannot seem to make a choice between two ties and absolutely refuses to buy both. Finally, she decides to buy neither. What might you say to this customer who has taken up a great deal of your time? How would you handle your feelings?

Salesperson - Department Store	Competency Area (Selling) Simulation I	
Competencies	Learning Activities	
D. Suggestion Selling	Individual	Group
(829) Possess the attitude that suggestion selling is a service to the customer and also increases volume and profits.	LAP 56 - #1, p. 18.	
(826) Knowledge of department and merchandise locations within the store.	Draw a layout of your simulated store. Mark every area where merchandise is kept. Label each type of merchandise on your layout.	
(882) Skill in coordinating with related items in an attempt to increase the amount of the sale.		LAP 57 - #3, p. 2.
(875) Skill in suggesting larger quantities, related goods and additional goods in an effort to increase the average sale.	Visit a store and make a purchase for yourself or for your family. Report on the use of suggestion selling in each instance. While working in your simulated store, what items could you suggest to be purchased with a notebook? What lead sentence would you use in relation to the following: 1) Related merchandise 2) Larger quantities 3) Higher-priced merchandise 4) New Merchandise 5) Specials or specially advertised merchandise 6) New use for merchandise Practice on customers and report the results on your suggestion selling in the above areas.	
(877) Ability to effectively suggest advertised merchandise from one's own department or other departments in the stores that might satisfy the needs of the customer.	LAP 28 - #1, p. 36.	LAP 28 - #3, p. 44. You sell children's clothes at May's Dept. store and today the store is selling children sleepwear at half-price. A woman has just come into the department to purchase some socks for her 2 small girls. What might you say to suggest the advertised special?
(871) Skill in suggesting to customers items of merchandise or services that can be substituted for the unavailable or desired ones.	Make a list of items that can be sold in your occupational area. Give the list to a classmate and ask him to select one product. Role-play a sales situation where the customer (your classmate) comes to you and wants to buy a specific product. The customer will have to be convinced to buy the substitute product.	
(844) Knowledge that the effects of underselling are often as harmful as overselling.	Project 4-7, "Suggesting Selling Items," Marketing Projects and Activities, p. 51.	

Salesperson - Department Store	Competency Area (Selling) Simulation I	
Competencies	Learning Activities	
IV. Customer Services - Selling Tools	Individual	Group
(932) Possess the attitude that sufficient understanding of a firm's policies is necessary to truly represent the viewpoint of management to customers.	LAP 48 - #2, p. 40.	
(957) Possess the attitude that one should give the best customer service with the customer always first in mind.	LAP 6 - #1, p. 2.	
A. Credit and Installation Plan		
(821) Knowledge of the importance of credit as a selling tool.	LAP 15 - #2, p. 2.	
(824) Knowledge of the store's credit policies, terms and credit plans.	Obtain a form from a store for their charge plan or for a bank card. After reading the form carefully, fill in the necessary information. (If form is not available, use the one in Laboratory Manual for Retail Selling, p. 142.)	
B. Other Customer Services		
(817) Knowledge of the store's procedures for handling merchandise being returned by the customer for exchange, cash refund, or charge credit.	LAP 19 - #2A, p. 2. LAP 19 - #1B, p. 5. LAP 19 - #1C, p. 10.	Divide into groups of four. Decide on return policies for the school store. Each group will give a report to the entire class. The class and the coordinator will decide which policies are most appropriate for the store.
(825) Knowledge of how to handle sales where merchandise alterations are needed.	LAP 54 - #1, p. 5.	LAP 54 - #4, p. 5.
(832) Knowledge of how to process checks received in payment for merchandise purchased.	LAP 14 - #2, p. 9. LAP 14 - #1, p. 12.	LAP 14 - #4, p. 4. Put each of the following situations on a card and place it in a container. Select one card from the container. Fill out the blank check which has been issued to you according to the directions on the card. 1) You will write a check for a shirt and post date it. 2) The written amount does not correspond with the numerical amount. 3) Hand the salesperson a check that has been given to you by someone else. The check is made out to you for $20.00 from Nelson Gray. You are paying for a $15.00 vest. 4) The traveler's check which you give to the salesperson for a pair of gloves has signatures that are by the same person but are different handwriting. 5) You are out-of-state and you write a check for a $50.00 dress.

Salesperson - Department Store	Competency Area (Selling) Simulation I	
Competencies	Learning Activities	
	Individual	Group
		6) Give the check to the salesperson but forget to sign your name. 7) You make the check out for more than the amount of purchase. Divide into pairs. Act out one of the situations and then reverse places and simulate the other situation. Each student must be able to find out what mistakes was made on the check during a simulated sales demonstration.
(833) Knowledge of the store's delivery schedule.	Select a store that sells appliances in your community. Choose one appliance and find out the following information: What type of delivery service is used? How much does it cost (if any)? What is the procedure for installation? How are repairs handled? How are adjustments handled?	
(834) Knowledge of the store's policies concerning will-call or lay-away department.	LAP 17 - #1, p. 2.	
(835) Knowledge of how to fill mail or telephone orders for merchandise.	LAP 21 - pre-test, pp. 4-5. LAP 21 - #1B, p. 6. Find an advertisement for a product that can be ordered by telephone. Imagine that you are the salesperson selling that product and one of your classmates is the customer. What would you say to the customer to convince him/her to buy?	Use the teletrainers which can be borrowed from C & P Telephone Co. If the teletrainers are not availalbe, try to borrow phones that have a lug-in-jack. Obtain the teletrainer teacher guide and 2 student guides. Participate in simulations for telephone selling. Obtain an order form from the catalog department of any Sears or Penneys store. Obtain permission to reproduce form. As the coordinator reads items from catalog, fill out form.
(987) Skill in packing or wrapping a customer's purchase whether it is a take-with purchase or one to be delivered.	Select a local firm that offers gift-wrapping service. Observe the service and report on such things as the types of gift wrapping; who performs the service;where it is done; quality of the service; and the charges, if any.	Everyone should bring in a piece of merchandise from his/her occupational area of interest. The merchandise should first be bagged or wrapped. The student should then gift-wrap the item. Christmas DECA project: To raise funds for the club, have a gift wrap station during lunch hours. Students could bring small peckages to the DECA students to wrap. If permission can be obtained from a mall or shopping center, wrap packages on nights and weekends the two or three weeks before Christmas. (This could count towards Chapter

Salesperson - Department Store	Competency Area (Selling) Simulation I	
Competencies	Learning Activities	
	Individual	Group
		of year points as well as a fund-raising project.)
V. Professionalized Selling		
(933) Possess a realization of the importance of the salesperson's position in regard to his public relations function.		LAP 4 - #2B, p. 6.
A. Self-Analysis		
(943) Possess a belief that one should live up to promises made to customers.	LAP 6 - #1A, p. 9. Interview at least 3 people who have recently purchased an item. Find out what promises were made during the sales presentation concerning the item.	Janie Cox sold a Christmas outfit to Mrs. Wallace as a Christmas present for her daughter. The gift was bought in early October and Janie assured the customer that there would be no problem to return the outfit after Christmas if it was not all right. After Christmas the outfit was brought back. Since that time, Janie had forgotten her promise and the outfit had been placed on sale. What would you do if you were Janie?
B. Selling Costs		
(864) Skill in meeting sales quotas.	LAP 8 - #2B, p. 16. LAP 8 - #1C, p. 22.	LAP 8 - #4C, p. 23.
C. Business and Public Relation Policies		
(828) Knowledge that customer loyalty can be built with timely merchandise and friendly service.	LAP 47 - #2B, p. 8.	
(899) Ability to serve customers in the manner or style that management desires.	LAP 48 - #2A, p. 46. LAP 48 - #1C, p. 52. Visit a store in your area of occupational interest. Talk to a salesperson and the manger to find out the policy in regard to customers. Does the store have a motto? How are customers to be treated?	LAP 48 - #3B, p. 49.
(921) Possess a belief that the job of selling contributes to the well-being of customers.	LAP 1 - #1A, p. 11.	
(935) Possess the attitude that today's customer keeps up-to-date on recent developments, is often presold when she arrives in the store, is alert to new ideas, wants facts about		LAP 36 - #3, p. 10

Salesperson - Department Store	Competency Area (Selling) Simulation I	
Competencies	Learning Activities	
	Individual	Group
(935) the merchandise and expects wide assortments. (cont.)		
VI. Handling Complaints and Exchanges		
A. Customer Complaints		
(823) Knowledge of the ways to handle customer complaints according to store policy.		LAP 60 - #5, p. 3.
(927) Possess the attitude that a customer's complaint is an excellent opportunity to build good will.		LAP 60 - #3B, p. 43. Jane Ashby was working at Heck's Department Store in the Sportswear department. Jane had been steadily waiting on customers the entire day and did not even get a chance to take her morning break. As Jane started to wait on a customer, the woman began complaining about the poor and slow service in the department. Jane was tired and had been working hard all day. What might Jane say to the customer? Role play this situation.
B. Merchandise exchanges, cash refunds, and charge credits		
(879) Ability to determine how to handle individual situations in which merchandise is being returned for exchange, cash refund, or charge credit.	LAP 19 - #1A, p. 27.	LAP 19 - #4A, p. 27.
VII. Stock Display and Care		
(936) Attitude that today's customer chooses the store where shopping conditions are most pleasant.	LAP 5 - #1, p. 2.	LAP 5 - #3, p. 2.
A. Stock Display		
(837) Knowledge of how to prepare or organize stock for accurate and fast counting during an inventory.	If you were the owner of the simulated store, what type of inventory would you use? Write a notice to your employees explaining how the inventory will be handled. What would you do to the merchandise? With advanced permission of the coordinator, work at a business that is in the area of your occupational interest during their inventory. (You may be able to work or just observe.)	LAP 25 - #3A, p. 2.

Salesperson - Department Store	Competency Area (Selling) Simulation I	
Competencies	Learning Activities	
	Individual	Group
(838) Knowledge of how to arrange stock in a selling department by color, size, price, etc.	LAP 24 - #2A, p. 2. Observe a store of your choice and select one specific department or area. What type of arrangement is used in this area? Within the same store, select another department. Is the management consistent in their arrangement of merchandise?	LAP 24 - #4B, p. 5. Divide into groups. Each group should be assigned a certain area of the simulated store. The group must find three different ways that the merchandise can be arranged.
(839) Knowledge of how to best utilize selling space with volume or best sellers.	LAP 24 - #2B, p. 17. Describe an area in your simulated store which could better display the merchandise. Sketch the area to show how the selling space will be better utilized.	In groups of two, build a display in a designated area that has limited space available. (Ex.: top of a display counter) Use the dummy merchandise in your classroom. Each group should discuss their display with the coordinator.
(840) Knowledge of the housekeeping duties which must be performed in connection with proper stock care.	LAP 23 - #1, p. 2. (Use simulated store as training station, if necessary. Do not complete part C of #1.) How would you as manager of the simulated store decide what housekeeping duties should be performed? Make a list of what things should be done daily, weekly and monthly to keep the stock neat and presentable.	As a project for DECA, offer to clean a room in the school. The room may be the D.E. classroom. Taking care of the equipment helps to make it last longer. It also enhances the appearance of the room.
(878) Skill in locating stock in the selling floor, in an understock or an in-reserve stock.	In a brief paragraph, describe the arrangement of the stock in your simulated store. Be sure to include the understock and reserve stock if applicable. Compare your description with another classmate's. Is yours as accurate or is it more accurate?	LAP 26 - #3B, p. 21. A customer came in the men's department at Holmes Department Store and wanted to purchase the shirt which was advertised in the newspaper. She needed a size 17-35 shirt and Ron, the salesperson, could not find one on the display. He had heard the buyer say that there were more shirts in the reserve stock. Ron is not sure where the stock is located. What would you do if you were Ron? What suggestions do you have for Ron?
(928) Knowledge that good display of merchandise is a prime factor in developing a customer's interest.	LAP 22 - #1A, p. 2. LAP 22 - #3C, p. 15.	Break into small buzz groups. Bonne's Department Store has just received a shipment of new spring fashions. How would you let the public know that spring clothes have arrived! The time of the year is late March. Easter is in the early part of April. Describe your plan in detail.

Salesperson - Department Store	Competency Area (Selling) Simulation I	
Competencies	Learning Activities	
	Individual	Group
(941) Possess a belief that one must know the merchandise being featured in interior and window displays in order to do an adequate selling job.	LAP 28 - #2A, p. 17. LAP 28 - #3B, p. 23.	LAP 28 -#4B, p. 23. Bill works on the third floor of Hudgin's Department Store in the luggage department. Mrs. McPherson enters the department and says she would like to purchase a grey attache' bag just like the one in the window. She explains that she is on her way out of town and needs it immediately. Bill is not familiar with the window displays. How would you handle this situation? Role play this incident with a classmate.
B. Stock Care		
(841) Knowledge of how to make minor repairs to merchandise to return it to selling condition.	LAP 55 - #1A, p. 2. List 5 items of merchandise within the area of your occupational interest. Beside each item, write something that could possibly be wrong with the merchandise. Now, explain how you would repair that product so that it is in proper selling condition.	
(940) Attitude that stocks which are kept fresh and tidy are a true asset during a sale.		Sylvia was working in the children's department and they were having a big January Clearance Sale. Sylvia and her co-workers placed all the sale merchandise on tables. It was clean, in stacks, and properly sized. After the store had been open for 2 hours, the sale tables were in shambles. The buyer came onto the selling floor and told the salespeople to straighten up the stock on sale every time they had a free moment. You are a salesperson in this department. Sylvia turns to you and says, "Why bother to straighten the merchandise? They will only mess it up again." What would you reply?
(908) Ability to rotate coded items to the front so that older merchandise is sold first.	LAP 25 - #2, p. 13.	
(947) The buyer or department manager must be promptly informed of items not in stock for which customers ask.	While working in the simulated store, keep a list of items that customers have asked you to stock. Place your want slips in a special box so that they may be examined by the coordinator.	
(948) Merchandise must be carefully handled to reduce markdowns.	From your experiences in your work in the simulated store, what merchandise has been mishandled and had to be marked down? Make a list of items and explain how this could have been avoided.	

Ass't Buyer - Department Store	Competency Area (Selling) Classroom II	
Competencies	Learning Activities	
I. Systems Training	Individual	Group
A. Cash Register and Change-making		
(816) How to operate a cash register corectly.		Refer to competency (816) in Classroom I.
(818) How to make change and count it back to the customer.	Laboratory Manual for Retail Selling, Activities #1, #2, #3, #4, #5, pp. 59-61.	
(898) Ability to determine the correct change and count it back to a customer during a cash sale.	"Handling the Change Fund," Projects for use with Preparatory or Pre-employment D.E. Curriculums, pp. 72-74.	
(829) Stock shortage and coverages are created by ringing an incorrect amount for a sales on the cash register or ringing the sales on the wrong key.		LAP 12 - #3, p. 2. LAP 12 - #3, p. 5.
B. Sales Checks		
(819) The procedure to use when writing out sales checks.	LAP 13 - #1, p. 6.	LAP 13 - #3, p. 6.
(898) Skill in properly writing out sales checks.	"Sales Training Assignments," Laboratory Manual for Retail Selling, pp. 48-49. "Preparing Sales Checks," Part C, Mathematics in Marketing, Wm. B. Logan, M. Herbert Freeman, pp. 24. 28. Projects in Clerical Record Keeping, Henry G. Rosenberg, Job 1, "Customer Sales Slips," pp. 9-27. Problems and Projects for Retailing Principles, "Problems," pp. 35-63.	
	Using a transparency of a large sales check on the overhead projector, you will record a sale on the transparency and the class will critique your sales check writing ability. Be sure that you write legibly.	Using transparencies, make a list of errors obtained from the stores. Try to determine what the reason for the error is and how it can be corrected. Following this exercise, practice your handwriting skills. Refer to form, "Sharpen Your Skills," Retail Selling, p. 32.
(813) The procedures involved in conducting a cash sale transaction.	Read: "Types of Sales Transaction," Retailing Principles and Practices, p. 85. Read: "Sales Transactions," Retail Selling, p. 127.	
(890) Ability to efficiently handle a cash sale transaction.	LAP 14 - #1, p. 18.	
(889) Ability to efficiently handle a charge sale transaction.	LAP 16 - #2, p. 14.	

Ass't Buyer - Department Store	Competency Area (Selling) Classroom II	
Competencies	Learning Activities	
	Individual	Group
(831) How to handle C.O.D. sales, lay-away sales, and installment credit.		LAP 17 - #3, p. 2.
II. Sales Process		
A. Approach		
(812) Knowledge of the customer approaches such as greeting, merchandise, and service which may be used when opening a sale.	Refer to competency (812) in Classroom I for activity on writing service greeting and merchandise approach.	LAP 30 - #6, p. 22. LAP 30 - #8, p. 22. Discussion group - Part C-1, "The Sales TAlk," Fundamentals of Selling - Study Guides and Projects, p. 63.
(868) Skill in opening a sales conversation with a suitable statement or remark.	Project #4-3 - "Merchandise Approaches," Marketing Projects and Activities, p. 46. Project #4-4 - "Lively Words," Marketing Projects and Activities, p. 46.	LAP 31 - #5, p. 13. Project #4-6 - "Classify and Evaluate Approaches," Marketing Projects and Activities, pp. 45-46. Discuss why approaches are not appropriate and give examples of how the approaches can be improved.
(866) Skill in determining when to approach a customer about a sale.	"Case Problems," #1 and #2, Problems and Projects for Retailing Principles and Practices, pp. 30-31.	LAP 31 - #4, p. 5.
(942) Possess the attitude that customers should be approached promptly and not be kept waiting.	Read: "The Importance of Promptness," Fundamentals of Selling, Wingate-Nolan, pp. 294-295.	LAP 30 - #4, p. 2. Janet is a salesperson in a department selling ladies' shoes. She courteously approaches a customer who says, "I want a new pair of shoes, but I'm not sure what kind." Janet says, "Do you know what size? What colors do you prefer? Do you prefer a high heel? What color is your dress?" Did Janet do anything wrong? How do you think the customer reacted? What would you have done? "Working with People," Retailing Principles and Practices, 5th edition, #1, p. 209.)
(862) Skill in remembering customers' names when serving them.	Try to draw a family tree that goes back to your great-grand parents. Write both their first and last name. What special thing, if any, do you remember about that person? If you cannot fill in the blanks of your family tree, check the information with your parents. See if any of your relatives held distributive occupations.	
(865) Skill in remembering personal information about individual customers.		LAP 32 - #3, p. 11. Game: Have the students in the class make a list of the following things: 1) Each student's middle name 2) Size of clothing 3) Favorite color 4) Favorite style

Ass't Buyer - Department Store	Competency Area (Selling) Classroom II	
Competencies	Learning Activities	
	Individual	Group
		Select one thing to match with each student's name and write each on a sheet of paper. Playing the T.V. game Concentration, see how many matches can be made from what the students remember about each other.
B. Determining Customers' Buying Motives		
(830) Knowledge of how to analyze customer needs.		LAP 40 - #4, p. 12. It is quite possible to feel the power and urgency of a motive and not be able to define or describe it. Select your most urgent problem and begin thinking about it. Now hold your breath as long as you can. After you can no longer hold your breath, answer the following questions: When you could no longer hold your breath, how important did the problem seem? Wasn't taking a breath the most important thing in the world? Discuss in a small group how this terrible urgency to breathe is a demonstration of the desire to live, powefully felt, yet hard to describe. What have you learned about motives? (Based on idea in Instructors Manual and Tests for Retail Salesmanship. p. 6.)
(946) Develop the attitude that in selling, one is appealing to such fundamental human wants as security, love and power.		Rewrite a commercial that you feel is poorly done. Rewrite the words, substitute the type of people, and select the setting. Ask students to determine whether they have changed the buying motive. Instructor's Manual and Tests for Retail Salesmanship, p. 6.
(883) Possess the ability to determine the buying motives of customers and then appeal to them.	"Sales Problems," #1,2,3,4, Student Activity Guide for Salesmanship Fundamentals, pp. 50-51. #4-2, "How Advertisers Appeal to Buying Motives," Marketing Projects and Activities, pp. 41-42.	LAP 38 - #3, p. 18. "Working with People," Problems and Projects for Retailing Principles and Practices, A and B. pp. 78-79.
(919) Develop a feeling that the customer needs the service or product being offered.	"The Sales Talk," 9C-1, 9C-2, 9C-3. Fundamentals of Selling Study Guides and Projects, pp. 63-64. Find one magazine advertisement for each of 8 buying motives listed below. Explain briefly under each advertisement why it was selected for this particular motive. Buying Motives 1) Prestige or Power 2) Safety or Security	

Ass't Buyer - Department Store	Competency Area (Selling) Classroom II	
Competencies	Learning Activities	
	Individual	Group
	3) Convenience 4) Economy 5) Comfort 6) Performance or Durability 7) Recreation 8) Hobbies or Collections	
(868) Skill in determining where the customer is in his thinking and proceeding to help him through the remaining decisions in the buying process.	LAP 41 - #1, p. 29.	LAP 41 - #4, p. 33. "Working with People," (case) Basic Salesmanship, p. 36.
(920) Possess the attitude of a feeling of sincere interest in customers and their problems.		Divide into small groups according to occupational interest. How can your occupational area show more interest in customer? List at least three new ways and discuss these methods with your coordinator.
(867) Skill in showing a genuine interest in the customer's problem.		LAP 39 - #3, p. 21. LAP 39 - #3, p. 25.
(863) Skill in distinguishing a customer's personal characteristics while talking to him.		LAP 39 - #3, p. 33. LAP 39 - #3, p. 40.
(918) Develop a feeling that each customer is an "individual."		LAP 43 - #3, p. 2.
(873) Skill in relating merchandise benefits to a customer's needs when talking about it.	"Product (or Service) Feature-Benefit Analysis," Project #7, Projects for use with Preparatory or Pre-employment D.E. Curriculums, p. 93. "Preparing a Product Analysis," Project 4, Basic Salesmanship, Ernest, p. 51.	Simulations - See following page.
(842) Understanding that a combination of seeing, hearing and participating on the part of the customer helps strengthen a sales demonstration.	LAP 41 - #2, p. 4.	
(872) Skill in listening for indicators regarding the prices a customer wants to pay during a sale.		As an advanced student in the simulation project, discuss your personal price limits with other students. As a group, draw some type of consensus concerning price for customers who are your own age. How can you best use price to sell products to this clientele?
C. Arousing Interest in Products and Service		
(931) Develop the attitude that basic product information is necessary to demonstrate good selling practices.	DECA Competive Event - Merchandise Manual Assignment, Va. Competitive Event Handbook.	LAP 34 - post-test, p. 18.

Simulations

#1 You are a salesperson in a sports wear department. Your customer tells you she is going on a vacation to South Florida. Select from a magazine an item of sports wear and write what you would tell your customer about it.

#2 You are working in the produce department of a supermarket. A customer tells you she wants to select some fruit for a gift for a friend in the hospital. Write what you would tell your customer regarding the fruit you suggest.

#3 You are a salesperson in a boy's department. Your customer is looking for pants that will give good wear for a 10 year-old boy to wear to school What will you tell your customer?

#4 You are a service station attendant. Your customer tells you her car has been hard to start and that it sometimes "chokes" in traffic. What would you tell her about the different grades (or types) of gas?

Ass't Buyer - Department Store	Competency Area (Selling) Classroom II	
Competencies	Learning Activities ▶	
	Individual	Group
(827) Knowledge of the selling features of products and/or services.		LAP 34 - #5, p. 22.
(822) Knowledge of how to translate product knowledge into customer benefits.		Divide into groups of 3 or 4. Each student in a group will receive the same kind of miniature candy bars. Each group will have different kinds of candy. Your group must then do a complete fact and benefit (selling point) sheet on the candy and be able to defend why your candy bar is the best available. Each group will give a report to the entire class. [If candy cannot be used, collected data from car dealers can be used. Groups can be divided into Fords, Chevrolets, Lincolns, Cadillacs, Dodges and so on.]
(985) Possess the ability to provide customers "facts and benefits" with discretion, analyzing and judging their reactions.	LAP 42 - #2, p. 2.	LAP 42 - #4, p. 6. LAP 42 - post-test, p. 26. Making sure that all needed props are available, set the scene in the classroom using the wrapping desk and display unit for the script "Blender Sales." Following the presentation, divide into groups of 4 and each group will critique the presentation. Be sure to list all of the product knowledge and information which was given in the presentation, Sales Scripts, Ohio D.E. Materials Laboratory.
(949) Possess an awareness that people usually do not buy merchandise itself; rather, they buy merchandise benefits.		Cases: "Personal Selling," #7, 9, and 27, Ohio D.E. Materials Laboratory. Record cases on cassette tape so students may evaluate cases as a group or individually.
(892) Develop the ability to get merchandise into the customer's hands to create desire and attachment to the item.	LAP 45 - #2, p. 10.	
(806) How to provide information about which will create desire or interest in customers.		LAP 35 - #3, p. 14.
(893) Skill in demonstrating merchandise in the ways it may be used by the customer.		Find a new product that has recently been put on the market or in your simulated store. Demonstrate this product as you would to a group of salespeople. Show them how to sell the product to your customers.

Ass't Buyer - Department Store	Competency Area (Selling) Classroom II	
Competencies	Learning Activities	
	Individual	Group
(894) Skill in showing or displaying merchandise in a way that creates interest and desire in customer.		In a small buzz group, decide on the different ways that the following merchandise can be attractively displayed: 1) Refrigerator 2) Book - select a popular book 3) Campbell's tomato soup 4) Color T.V. 5) Watch 6) Purse 7) Lingerie You may use whatever accessories you feel will enhance your display. Also, discuss the best way to show this merchandise to a customer. Report your decisions to the group.
(922) Possess a strong interest in the merchandise or service being sold.		LAP 35 - #3, p. 46. LAP 35 - #4, p. 58.
(925) Develop a feeling that genuine enthusiasm for merchandise during a sale will help create desire and interest in the customer.		LAP 35 - #4, p. 71.
(950) Possess an awareness that successful selling hinges on adequate product information, the customer's understanding and the salesperson's personality.	LAP 33 - #3, p. 5.	LAP 33 - #4, p. 2.
(939) Develop a belief that to avoid confusing the customer a reasonable number of an item should be shown at one time.		LAP 35 - #4, p. 26.
(934) Be aware that the amount of time needed to help one customer make a decision in purchasing an identical article may be double or triple that of another.		LAP 36 - #3, p. 10.
D. Building Desire to own the Product		
(805) The ways to show or display merchandise to create interest and desire in customers.		LAP 29, #2, p. 2. Divide into two groups. Group 1 - Make a list of articles or goods that would be handled roughly on purpose to show appreciation of their quality. Group 2 - Make a list of articles or goods that would be handled in a particular way, other than roughly, to show appreciation of the product.
(806) Knowledge of the ways to demonstrate merchandise to create interest and desire.		LAP 46 - #3, p. 2.

Competencies	Learning Activities: Individual	Learning Activities: Group
(807) Knowledge of how to get merchandise into the customer's hands to create desire and attachment to the product.		Guest Speaker: Ask a salesperson or manufacturer representative to come to class and show students how to involve customers in the sales demonstration.
(843) Knowledge of how effectively handling merchandise builds respect for the goods in the customer's mind and helps to emphasize value.		Discuss the case from Personal Selling, #40, Ohio D.E. Materials Laboratory. Use the case analysis procedure.
(924) Develop a feeling that value is added to merchandise that is handled with care and respect.		LAP 44 - #4, p. 2.
III. Techniques in the Sales Process		
A. Answering Questions and Overcoming Objections		
(874) Skill in sensing a customer's objections and handling them as effectively as possible.		Case Problems - "Personal Selling," #48, #32, #18, #8, Ohio D.E. Materials Laboratory.
(897) Ability to tactfully handle difficult customers.		LAP 49 - #3, p. 45. LAP 49 - #4, p. 45. Case Problem: "Human Relations in Selling," Salesmanship Fundamentals, Student Activity Guide, p. 97. (Refer also to "Handling Individual Customers")
B. Closing the Sale (Winning Conviction)		
(811) Knowledge of the ways to help a customer make a buying decision.	Make a list of things that a salesperson can do to stimulate the customer to act. For example, the salesperson can narrow the selection of merchandise. What might be done for the product the student has selected for the sales demonstration?	LAP 50 - #3, p. 2.
C. Closing the Sale (Obtaining Action)		
(891) Skill in helping a customer make a buying decision.		"Retail Case Study," Retail Selling, pp. 282-283.
(820) Knowledge of the ways to determine how and when to close a sale.		LAP 52 - #3, p. 2.
(895) Skill in determining where and how to close a sale.		LAP 52 - #3, p. 27. LAP 52 - #4, p. 30.
(876) Skill in closing a sale with a statement appropriate to the occasion or the season.	Using a calendar, list all the occasions where a customer might purchase a gift for himself or someone else. Beside each occasion, give an example of a closing statement that a salesperson would be able to use.	LAP 52 - #5, p. 46.

Ass't Buyer - Department Store	Competency Area (Selling) Classroom II	
Competencies	Learning Activities	
	Individual	Group
(886) Ability to engage appropriate timing in every phase of the sales presentation.		LAP 53 - #4, p. 16. "Personal Selling," Case #26, Ohio D.E. Materials Laboratory.
(880) Ability to treat customer with courtesy even though they do not buy in hopes that they will return at some future date.		LAP 48 - #4, p. 5.
D. Suggestion Selling		
(829) Possess the attitude that suggestion selling is a service to the customer and also increases volume and profits.		Game: Bingo Salesmanship (See Classroom I)
(826) Knowledge of department and merchandise locations within the store.	LAP 29 - #2, p. 2.	
(804) Knowledge of how to suggest related items, accessory items or larger quantities to customers in order to increase the amount of the sale.		LAP 59 - #1, p. 3. Joe Dauber entered a paint store and told a clerk he wanted a paint brush, further explaining that he was going to paint his house. He shook his head and said, "I'll probably make a mess of it, since I've never tackled a paint job before." The clerk smiled, sold a brush to Joe, and was happy about the sale. What sales opportunities did this clerk miss?
(882) Skill in coordinating with related items in an attempt to increase the amount of the sale.	LAP 57 - #1, p. 9. Project 9 - "Constructing Approaches," Retailing Principles and Practices, pp. 254-255.	"Personal Selling," #44, Ohio D.E. Materials Laboratory.
(875) Skill in suggesting larger quantities, related goods and additional goods in an effort to increase the average sale.		LAP 59 - #1, p. 22. Divide into working groups. Compile a list of items or merchandise that will be needed to accomplish the following common jobs: 1) Painting a living room 2) Putting a set of spark plugs in an automobile. 3) Furnishing a kitchen for a newly married couple 4) Taking a fishing trip 5) Taking a camping trip Using one list of items from each group, develop the lead questions in a sales presentation for each item of merchandise. Point out how you would involve the customer in the sale. "Human Relations in Selling," p. 93, Student Activity Guide for Salesmanship Fundamentals, use case analysis procedure.

Ass't Buyer - Department Store	Competency Area (Selling) Classroom II	
Competencies	Learning Activities	
	Individual	Group
(877) Ability to effectively suggest advertised merchandise from one's own department or other departments in the store that might satisfy the needs of the customer.		LAP 28 - #4, p. 37.
(871) Skill in suggesting to customers items of merchandise or services that can be substituted for the unavailable or desired ones.		"What Would you Do?" Marketing and Distribution (Student Activity Guide), p. 140. Joy Walsh works in the sportswear department which has had a sale on sweaters. A customer comes in and wants to purchase a navy blue, V-neck sweater. The department has completely sold out of that particular sweater. Joy doesn't want to turn the customer away. What should she say?
IV. Customer Services - Selling Tools		
(932) Possess the attitude that sufficient understanding of a firm's policies is necessary to truly represent the viewpoint of management to customers.		LAP 46 - #3, p. 40.
A. Credit and Installation Plan		
(821) Knowledge of the importance of credit as a selling tool.		LAP 15 - #3, p. 2.
(824) Knowledge of the store's credit policies, terms and credit plans.		Case Problem: "What Would you Do?" Project Activity Guide for Marketing and Distribution, p. 148.
B. Other Customer Services		
(817) Knowledge of the store's procedures for handling merchandise being returned by the customer for exchange, cash refund, or charge credit.		LAP 19 - #4A, p. 2. LAP 19 - #3B, p. 5.
(825) Knowledge of how to handle sales where merchandise alterations are needed.		Mrs. Porterfield bought a new dress at Mazy's Department Store for $35.00. The dress, however, was just a bit too large and needed to be taken in along the side seams. You are the salesperson and know that Mrs. Porterfield will have to pay for the alterations. How would you handle the situation?
(832) Knowledge of how to process checks received in payment for merchandise purchased.		LAP 14 - #3, p. 12.

Ass't Buyer - Department Store	Competency Area (Selling) Classroom II	
Competencies	Learning Activities	
	Individual	Group
(833) Knowledge of the store's delivery schedule.		Mrs. Burns is leaving on a trip to California on Wednesday. She is shopping on the previous Saturday for an outfit to take with her. What should you as a salesperson know about deliveries since Craig's Department Store only delivers to certain areas on specific days? How would you handle the situation if Mrs. Burns decides to buy an outfit from you?
(834) Knowledge of the store's policies concerning will-call lay-away department.		LAP 17 - #3, p. 2.
(835) Knowledge of how to fill mail or telephone orders for merchandise.		LAP 21 - #4A, p. 2. The telephone department of Mazy's Department Store advertises some item of merchandise every day. Mr. Cayright, the manager, wants the order takers to create an image of service and assistance rather than just order taking. What can be done to create this type of image? View the film, "The Voice of Your Business," from the C&P Telephone Company - Free loan.
(887) Skill in packing or wrapping a customer's purchase whether it is a take-with purchase or one to be delivered.		LAP 18 - #3, p. 2. Break into groups of four. Discuss the following situation: You are planning the wrapping procedures for a large retail store that carries a wide assortment of gifts. What kind of gift-wrapping service would you offer? Give advantages and disadvantages of your service.
V. Professionalized Selling		
(933) Possess a realization of the importance of the salesperson's position in regard to his public relations function.		LAP 4 - #3A, p. 2. Students should listen to Red Motley's Record, "Nothing Happens until Someone Sells Something."
(938) Possess a feeling of pride in being a salesperson.		LAP 3 - #4, p. 2.
A. Self-Analysis		
(943) Possess a belief that one should live up to promises made to customers.		LAP 6 - #3A, p. 9.
B. Selling Costs		
(864) Skill in meeting sales quotas.		A new employee is working in your shoe department. The manager has just explained how the sales quota plan works in the department. However, he failed to explain why it

Ass't Buyer - Department Store	Competency Area (Selling) Classroom II	
Competencies	Learning Activities	
	Individual	Group
	Project: "Case Problem," p. 110, Retailing Principles and Practices, Sixth Edition.	is important to the store and the salesperson. He asks you to explain this aspect. What would you say to the salesperson?
C. Business and Public Relation Policies		
(930) Possess the attitude that the act of selling is helping the customer obtain maximum personal satisfaction for money spent.		Mr. Osburn was a frequent customer at Jolly Sportsman's Shop. He always likes to feel that he has gotten his money's worth when he purchases sporting equipment. As a salesperson, what can you do to reassure Mr. Osburn and be sure that he returns again?
(828) Knowledge that customer loyalty can be built with timely merchandise and friendly service.		LAP 47 - #5A, p. 2.
(921) Possess a belief that the job of selling contributes to the well-being of customers.		LAP 1 - #3P, p. 15.
(923) Possess a conviction that selling is important to the store and to the economy.		LAP 2 - #4A, p. 2.
VI. Handling Complaints and Exchanges		
A. Customer Complaints		
(927) Possess the attitude that a customer's complaint is an excellent opportunity to build good will.	LAP 60 - #1B, p. 43.	LAP 60 - #6A, p. 34.
B. Merchandise Exchanges, Cash Refunds, and Charge Credits		
(879) Ability to determine how to handle individual situations in which merchandise is being returned for exchange, cash refund, or charge credit.		Divide into groups according to vocational interest. Case problem, #2, p. 40. Problems and Projects for Retailing Principles and Practices, 6th Edition.
VII. Stock Display and Care		
(936) Attitude that today's customer chooses the store where shopping conditions are most pleasant.		LAP 5 - #4, p. 2.
A. Stock Display		
(837) Knowledge of how to prepare or organize stock for accurate and fast counting during an inventory.		Have a panel discussion of 3 businessmen who explain the difference between their methods of inventory and the advantages. They should also discuss what takes place to prepare stock for an inventory.

Ass't Buyer - Department Store	Competency Area (Selling) Classroom II	
Competencies	Learning Activities	
	Individual	Group
(839) Knowledge of how to best utilize selling space with volume or best sellers.	LAP 24 - #1A, p. 13.	LAP 24 - #3B, p. 17.
(840) Knowledge of the housekeeping duties which must be performed in connection with proper stock care.	LAP 23 - #2, p. 2.	LAP 23 - #3, p. 2.
(928) Knowledge that good display of merchandise is a prime factor in developing a customer's interest.		LAP 22 - #4A, p. 2. LAP 22 - #6B, p. 8.
(941) Possess a belief that one must know the merchandise being featured in interior and window displays in order to do an adequate selling job.		LAP 28 - #5A, p. 18.
B. Stock Care		
(841) Knowledge of how to make minor repairs to merchandise to return it to selling condition.	LAP 55 - #1B, p. 5.	LAP 55 - #3B, p. 5.
(940) Attitude that stocks which are kept fresh and tidy are a true asset during a sale.		LAP 22 - #3B, p. 32.
(947) The buyer or department manager must be promptly informed of items not in stock for which customer ask.		LAP 26 - #4, p. 36.
(948) Merchandise must be carefully handled to reduce markdowns.	LAP 23 - #1, p. 16.	

Ass't Buyer - Department Store	Competency Area (Selling) Simulation II	
Competencies	Learning Activities	
	Individual	Group
I. Systems Training		
A. Cash Register and Change-making		
(816) How to operate a cash register correctly.		During a tour or a field trip to a shopping center, visit different stores and do a survey on the different types of cash registers seen. Teach a new simulation student in your department how to use the computerized cash register. Make sure that the student understands the reasons as well as the procedures.
(888) Ability to efficiently handle a cash register.		Write a brief short pamphlet for new employees on "How to Use the Cash Register." Make sure that your pamphlet is brief and concise. Hold a contest to see which department creates the best pamphlet.
(818) How to make change and count it back to the customer.	Observe 10 sales completed by various salespeople. Watch carefully the procedures used in change making. Is the proper procedure used? Give details on wrong procedures used. Summarize what you have learned. Since you are a second year student, making change to customers is now very automatic to you. Re-evaluate your change making skills to see if you are correctly completing the procedures. Practice your skills to see if you can increase your proficiency.	LAP 10 - #3, p. 2.
(896) Ability to determine the correct change and count it back to a customer during a cash sale.		A co-worker of yours, Lisa, is constantly making mistakes when giving back change. She either gives too much or not enough change to the customer. You have been asked to help Lisa with this problem. Role-play a situation whereas you teach this person how to correctly count back change.
(829) Stock shortage and coverages are created by ringing an incorrect amount for a sales on the cash register or ringing the sales on the wrong key.	Check with one store in your area and find out their procedure on correction of cash register errors. Find out why it is important that all errors be corrected.	
B. Sales Checks		
(819) The procedure to use when writing out sales checks.	LAP 13 - #2, p. 2.	In your department, procedures for writing a salescheck need to be clearly defined to all employees. Decide what steps should be followed. Create an example with an instructional sheet. Put the completed form into an employee

Ass't Buyer - Department Store	Competency Area (Selling) Simulation II	
Competencies	Learning Activities	
	Individual	Group
		instructional notebook which will always be kept at the checkout station.
(898) Skill in properly writing out sales checks.	LAP 13 - post-test, p. 19.	You have been working in the department for 4 years and you have done an excellent job in completing sales checks. They are always neat and legible. The supervisor has asked you to talk at the store department meeting about what is important in sales check procedures. What will you say at the meeting? Each student will interview a store owner and find out what are the 5 most common errors made on a sales check.
(813) The procedures involved in conducting a cash sale transaction.	LAP 14 - #2, p. 2.	
(890) Ability to efficiently handle a cash sale transaction.	Have each student complete 3 cash sale transactions.	
(814) Procedure for conducting a charge sale transaction.	Refer to Individual activity in Simulation I, (814).	LAP 16 - #4, p. 2.
(889) Ability to efficiently handle a charge sale transaction.	Refer to Individual activities in Simulation I, (889).	LAP 16 - #3, p. 14.
(831) How to handle C.O.D. sales, lay-away sales, and installment credit.	Refer to Individual activity in Simulation I, (831).	Write a sales check for a C.O.D. purchase. Write a sales check for a lay-away purchase. Write a sales check for an installment credit purchase.
II. Sales Process		
A. Approach		
(812) Knowledge of the customer approaches such as greeting, merchandise, and service which may be used when opening a sale.	Refer to Individual activity in Simulation I, (812).	
(869) Skill in opening a sales conversation with a suitable statement or remark.	Use each approach while you are working in the school store. Write down what you said for each approach and explain what the customer's response was. Explain how you could have improved the sales approach.	
(866) Skill in determining when to approach a customer about a sale.	MAP - Silver - #8 -"Human and Public Relations."	

Ass't Buyer - Department Store	Competency Area (Selling) Simulation II	
Competencies	Learning Activities	
	Individual	Group
(942) Possess the attitude that customers should be approached promptly and not be kept waiting.		Role Playing Situations - (See Simulation I).
(862) Skill in remembering customers' names when serving them.	Make a list of 10 customers you deal with in the simulated store or your training station. What are their first and last names? What is the special thing about this customer that helps you to remember them?	
B. Determining Customers' Buying Motives		
(830) Knowledge of how to analyze customer needs.		Divide into groups according to occupational interest. Decide on the best means for determining customer needs in relation to the products in your chosen area. Write a brief summary on this method.
(870) Skill in determining customer wants and desires during a sale.		LAP 40 - #4, p. 50. You are going to train a new employee in the techniques of salesmanship. One phase of the training will be determining the wants and needs of customers. How will you explain how this is done? What points can you give a new salesperson? Role play this situation.
(946) Develop the attitude that in selling, one is appealing to such fundamental human wants as security, love and power.	Select certain human fundamental wants and apply them to the merchandise in your simulated store. Keep a tally of the motives you used and which ones seemed to affect the customer the most.	
(883) Possess the ability to determine the buying motives of customers and then appeal to them.		Observe three different sales demonstrations in your simulated store or in your community. Write a brief summary of the buying motive that was involved in each sales transaction. Report to the class about the success of the sales.
(919) Develop a feeling that the customer needs the service or product being offered.	It is difficult to sell merchandise you cannot believe in. Write a fact/benefit sheet, about three products and explain in a few brief sentences why a customer would need to purchase the product. Be sincere in your explanation.	

Ass't Buyer - Department Store	Competency Area (Selling) Simulation II	
Competencies	Learning Activities	
	Individual	Group
(868) Skill in determining where the customer is in his thinking and proceeding to help him through the remaining decisions in the buying process.		LAP 41 - #3, p. 35. LAP 41 - #4, p. 38.
(920) Possess the attitude of a feeling of sincere interest in customers and their problems.		Relate one of your most interesting sale situations to a first-year simulation student. Explain the customer's problems and how you showed interest to this customer and helped them to solve their problem.
(867) Skill in showing a genuine interest in the customer's problem.		Discuss the importance of showing interest in customers with the salespeople in your department. Be sure that they understand how your department wants them to conduct themselves in relation to this aspect.
(863) Skill in distinguishing a customer's personal characteristics while talking to him.	LAP 39 - #1, p. 36.	
(918) Develop a feeling that each customer is an "individual."		LAP 43 - #5, p. 19.
(873) Skill in relating merchandise benefits to a customer's needs when talking about it.		In your simulated store practice relating customer benefits to the customer's needs in every sale you make. Tape record one of your sales presentations. Rate your ability in merchandise benefits.
(842) Understanding that a combination of seeing, hearing and participating on the part of the customer helps strengthen a sales demonstration.		Observe a sales situation in either the simulated store or in a store in the community. Rate the salesperson on his/her ability to get the customer involved in the sale. How could the sales situation been improved?
(872) Skill in listening for indicators regarding the price a customer wants to pay during a sale.		LAP 41 - #4, p. 13.
C. Arousing Interest in Products and Services		
(931) Develop the attitude that basic produce information is necessary to demonstrate good selling practices.		In a small group, design a small pamphlet on product information and its importance to selling. This pamphlet would be given to new employees.
(827) Knowledge of the selling features of products and/or services.	Activity 5-2, "Catalog Descriptions," Marketing Projects and Activities, p. 58.	

Ass't Buyer - Department Store	Competency Area (Selling) Simulation II	
Competencies	Learning Activities	
	Individual	Group
(822) Knowledge of how to translate produce knowledge into customer benefits.		LAP 34 - #5, p. 33.
(885) Possess the ability to provide customers "facts and benefits" with discretion, analyzing and judging their reactions.	LAP 42 - #3, p. 11.	LAP 42 - #1, p. 11.
(949) Possess an awareness that people usually do not buy merchandise itself; rather, they buy merchandise benefits.		Simulation: Using the wrapping counter as a setting for the skit, role-play the 2 situations "The Egg Beater Case" and "The Lady and the Clerk" from Basic Selling, (Texas Unit). Discuss the skits to bring out both the good and bad points of each situation. (Assign skit a day ahead so that students can bring in the approriate props.)
(892) Develop the ability to get merchandise into the customer's hands to create desire and attachment to the item.		LAP 45 - #4, p. 10.
(893) Skill in demonstrating merchandise in the ways it may be used by the customer.		LAP 46 - #3, p. 9.
(810) Knowledge of how to handle individual differences in customers.		Select a partner to role play a selling situation. One person will be the customer and the other the salesperson. The salesperson will select an item to sell. The customer will decide to be one of the types of customers discussed in class but will not inform the salesperson of which one. The customer will show by his/her actions the characteristics of the customer he/she is portraying. The salesperson will handle the situation to the best of his ability. Exchange places and select a different type of customer. (Second year students should role-play situations for the first year students.)
(894) Skill in showing or displaying merchandise in a way that creates interest and desire in customer.		LAP 29 - #3, p. 19.
(922) Possess a strong interest in the merchandise or service being sold.	LAP 35 - #5, p. 52.	
(925) Develop a feeling that genuine enthusiasm for merchandise during a sale will help create desire and interest in the customer.		Divide into groups of 3 or 4, preferably by occupational interest. One student will think of a common product and tell another student who must sell it to a third. The student must be interested and enthusiastic while selling the imaginary product. The group will

Ass't Buyer - Department Store	Competency Area (Selling) Simulation II	
Competencies	Learning Activities	
	Individual	Group
		discuss each student's ability to sell an impromptu item. The procedure will go until everyone in the group has taken a turn.
(939) Develop a belief that to avoid confusing the customer a reasonable number of an item should be shown at one time.		In a group of 4, write a script which shows how confused a customer can get when he is shown too many different items during a sales presentation. Role-play this situation. Rewrite the situation so that the proper procedure for showing merchandise is shown. Tape record the "confused" script and then record the proper script.
(934) Be aware that the amount of time needed to help one customer make a decision in purchasing an identical article may be double or triple that of another.	LAP 36 - #1, p. 10.	
D. Building Desire to Own the Product		
(805) The ways to show or display merchandise to create interest and desire in customers.	#4, "Presenting the Merchandise," Laboratory Manual for Retail Selling, p. 103.	
(806) Knowledge of the ways to demonstrate merchandise to create interest and desire.	LAP 46 - #2, p. 2.	
(807) Knowledge of how to get merchandise into the customer's hands to create desire and attachment to the product.		LAP 45 - #4, p. 2.
(843) Knowledge of how effectively handling merchandise builds respect for the goods in the customer's mind and helps to emphasize value.		Explain to the salespeople in your department how they should handle the merchandise to make it more appealing to customers. Be sure to be specific in your explanation.
(924) Develop a feeling that value is added to merchandise that is handled with care and respect.	LAP 44 - #3, p. 5.	
III. Techniques in the Sales Process		
A. Answering Questions and Overcoming Objections		
(926) Develop the attitude that customers' objections must be handled and overcome with respect.		LAP 49 - #4, p. 2.

Ass't Buyer - Department Store	Competency Area (Selling) Simulation II	
Competencies	Learning Activities	
	Individual	Group
(B07) Ability to tactfully handle difficult customers.	In your simulated store, difficult customers are becoming a problem. As manager of your department, you must develop some type of procedure so your employees will understand how they should function during these situations. What are your suggestions?	
B. Closing the Sale (Winning Conviction)		
(B11) Knowledge of the ways to help a customer make a buying decision.		LAP 59 - #4, p. 8.
(B91) Skill in helping a customer make a buying decision.		LAP 60 - #3, p. 27.
C. Closing the Sale (Obtaining Action)		
(B76) Skill in closing a sale with a statement appropriate to the occasion or the season.	LAP 52 - #2, p. 42.	
(B86) Ability to engage appropriate timing in every phase of the sales presentation.	LAP 53 - #2, p. 25.	LAP 63 - #6, p. 17.
(B80) Ability to treat customer with courtesy even though they do not buy in hopes they will return at some future date.		LAP 48 - #1, p. 28.
D. Suggestion Selling		
(B29) Possess the attitude that suggestion selling is a service to the customer and also increases volume and profits.		LAP 56 - #3, p. 19.
(B26) Knowledge of department and merchandise locations within the store.	Visit a store in your community and observe how the store merchandise is laid out in one particular department. Talk to an employee of that department and see how they feel about the ease of handling merchandise.	Divide into groups according to career interests. Make a list of items that would be sold in that field. List those items that should be displayed near the primary item for suggestion selling purposes.

Ass't Buyer - Department Store	Competency Area (Selling) Simulation II	
Competencies	Learning Activities	
	Individual	Group
(882) Skill in coordinating with related items in an attempt to increase the amount of the sale.		LAP 57 - #4, p. 9.
(875) Skill in suggesting larger quantities, related goods and additional goods in an effort to increase the average sale.	LAP 59 - #2, p. 10.	
(877) Ability to effectively suggest advertised merchandise from one's own department or other departments in the store that might satisfy the needs of the customer.		LAP 28 - #4, p. 40.
IX. Customer Services - Selling Tools		
(957) Possess the attitude that one should give the best customer service with the customer always first in mind.		LAP 6 - #4, p. 2.
A. Credit and Installation Plan		
(824) Knowledge of the store's credit policies, terms and credit plans.	"Analyzing A Credit System," Project Activity Guide for Marketing and Distribution, p. 147. (After project by making students visit a store in the areas of their occupational interest.	Using a credit form, simulate a credit interview with a classmate.
B. Other Customer Services		
(817) Knowledge of the store's procedures for handling merchandise being returned by the customer for exchange, cash refund, or charge credit.		Divide into groups of four. Decide on return policies for the school store. Each group will give a report to the entire class. The class and the coordinator will decide which policies are most appropriate for the store.
(825) Knowledge of how to handle sales where merchandise alterations are needed.		LAP 54 - #4, p. 2.
(832) Knowledge of how to process checks received in payment for merchandise purchased.		When a customer at the Best Buy Supermarket wants to cash a check, the clerk is supposed to get the check approved by the assistant manager. It is Saturday afternoon, the store's busiest time, and there is a long line of customers waiting to be checked out. Mrs. Ingrassia, a regular customer, has given you a check for her order. The assistant manager is busy with another customer. Mrs. Ingrassia is very pleasant about the delay, but after a few minutes the customers behind her begin to get impatient. What would you do in this situation?

Ass't Buyer - Department Store	Competency Area (Selling) Simulation II	
Competencies	Learning Activities	
	Individual	Group
(834) Knowledge of the store's policies concerning will-call or lay-away departments.		In October, Mrs. Sherron was Christmas shopping and found a beautiful sweater set for her teenage daughter. She knew she had to limit her purchases because of her credit limit in the store. You are a salesperson in the department. How would you handle this situation? What could you suggest to this customer?
(835) Knowledge of how to fill mail or telephone orders for merchandise.	Make a list of goods from your occupational area that could be sold by telephone? What goods could be sold by mail? What goods would have to be sold during a personal sales demonstration?	
(887) Skill in packing or wrapping a customer's purchase whether it is a take-with purchase or one to be delivered.	Visit 3 retailers and ask them which types of bags or boxes they use for wrapping goods. List their replies and tell whether or not they have planned their wrapping procedure correctly in your opinion. Add your comments.	Christmas DECA Project: To raise funds for the club, have a gift wrap station during lunch hours. Students could bring small packages to the DECA students to wrap. If permission can be obtained from a mall or shopping center, wrap packages on nights and weekends the two or three weeks before Christmas. (This could count towards Chapter of year points as well as a fund-raising project.)
I. Professionalized Selling		
(938) Possess a feeling of pride in being a salesperson.	Select a business in your community that employs salespeople and arrange an interview with its owner or manager. 1) In what specific ways do your salesmen help their customer? 2) How important are these salesmen to you and your business?	
A. Self-Analysis		
(943) Possess a belief that one should live up to promises made to customers.		LAP 6 - #4B, p. 13.
B. Selling Costs		
(864) Skill in meeting sales quotas.	LAP 6 - #1C, p. 22.	LAP 6 - #4C, p. 23.
C. Business and Public Relation Policies		
(999) Ability to serve customers in the manner or style that management desires.		LAP 48 - #3A, p. 46.
(921) Possess a belief that the job of selling contributes to the well-being of customers.		LAP 1 - #3A, p. 11.

Ass't Buyer - Department Store	Competency Area (Selling) Simulation II	
Competencies	Learning Activities	
VI. Handling Complaints and Exchanges	Individual	Group
A. Customer Complaints		
(823) Knowledge of the ways to handle customer complaints according to store policy.	LAP 60 - #1, p. 2.	
B. Merchandise Exchanges, Cash Refunds, and Charge Credits.		
(879) Ability to determine how to handle individual situations in which merchandise is being returned for exchange, cash refund, or charge credit.		LAP 19 - #4A, p. 27.
VII. Stock Display and Care		
(936) Attitude that today's customer chooses the store where shopping conditions are most pleasant.	"The Total Store as a Display," Advertising and Displaying Merchandise, pp. 165-166.	LAP 5 - #3, p. 2. Divide into small buzz groups. Decide what makes the simulated store a pleasant place to shop. Discuss what things are unpleasant and need to be changed. Decide on three recommendations to help the store. Your group may want to talk with other students in the school. Report all of your thoughts and ideas to the entire class.
A. Stock Display		
(937) Knowledge of how to prepare or organize stock for accurate and fast counting during an inventory.	If you were the owner of the simulated store, what type of inventory would you use? Write a notice to your employees explaining how the inventory will be handled. What would you do to the merchandise? With advanced permission of the coordinator, work at a business that is in the area of your occupational interest during their inventory. (You may be able to work or just observe.)	
(938) Knowledge of how to arrange stock in a selling department by color, size, price, etc.		Divide into groups. Each group should be assigned a certain area of the simulated store. The group must find three different ways that the merchandise can be arranged.
(939) Knowledge of how to best utilize selling space with volume or best sellers.		In groups of two, build a display in a designated area that has limited space available. (Ex. Top of a display counter.) Use the dummy merchandise in your classroom. Each group should discuss their display with the coordinator.

Ass't Buyer - Department Store	Competency Area (Selling) Simulation II	
Competencies	Learning Activities	
	Individual	Group
(840) Knowledge of the housekeeping duties which must be performed in connection with proper stock care.	How would you as manager of the simulated store decide what housekeeping duties should be performed? Make a list of what things should be done daily, weekly and monthly to keep the stock neat and presentable.	As a project for DECA, offer to clean a room in the school. The room may be the D.E. classroom. Taking care of the equipment helps to make it last longer. It also enhances the appearnace of the room.
(878) Skill in locating stock in the selling floor, in an understock or an in-reserve stock.	In a brief paragraph, describe the arrangement of the stock in your simulated store. Be sure to include the understock and reserve stock if applicable. Compare your description with another classmate's. Is yours as accurate or is it more accurate?	LAP 25 - #3B, p. 21.
(928) Knowledge that good display of merchandise is a prime factor in developing a customer's interest.	LAP 22 - #1B, p. 8.	
(941) Possess a belief that one must know the merchandise being featured in interior and window displays in order to do an adequate selling job.		LAP 28 - #4B, p. 23.
B. Stock Care		
(908) Ability to rotate coded items to the front so that older merchandise is sold first.	LAP 25 - #2, p. 13.	
(947) The buyer or department manager must be promptly informed of items not in stock for which customer ask.	While working in the simulated store, keep a list of items that customers have asked you to stock. Place your want slips in a special box so that they may be examined by the coordinator.	
(948) Merchandise must be carefully handled to reduce markdowns.	From your experiences in your work in the simulated store, what merchandise has been mishandled and had to be marked down? Make a list of items and explain how this could have been avoided.	LAP 23 - #4A, p. 12.

APPENDIX

LIST OF INSTRUCTIONAL MATERIALS

A Brief Guide to Electronic Alarm Systems. Columbus, Ohio: Ohio's Distributive Education Materials Laboratory, The Ohio State University, n.d.

"A Collection of Overhead Transparency Originals for D.E. II." Columbus, Ohio: Ohio's Distributive Education Materials Laboratory, The Ohio State University, n.d.

Advertising. Austin, Texas: Instructional Materials Laboratory, Distributive Education Department, Division of Extension, The University of Texas at Austin, 1968.

Advertising. Richmond, Virginia: Distributive Education Service, State Department of Education, 1973.

Antrim, William H. Advertising. New York: Gregg Division/McGraw-Hill Book Company, 1970.

Arithmetic for Distribution (Drills). Austin, Texas: The Instructional Materials Laboratory, Distributive Education Department, Division of Extension, The University of Texas at Austin, 1963.

Ashmun, Richard D. and Edward T. Ferguson. Problems and Projects for Retailing Principles and Practices. New York: McGraw-Hill Book Company, 1974.

Basic Math of Distribution. Austin, Texas: Instructional Materials Laboratory, Distributive Education Department, Division of Extension, The University of Texas at Austin, 1969.

Basic Selling. Austin, Texas: Instructional Materials Laboratory, Distributive Education Department, Extension Division, The University of Texas at Austin, 1969.

Bodle, Yvonne G. and Joseph A. Corey. Retail Selling. New York: McGraw-Hill Book Company, 1972.

_____. Laboratory Manual for Retail Selling. New York: McGraw-Hill Book Company, 1972.

Buckner, Leroy. Customer Services. New York: Gregg Division/McGraw-Hill Book Company, 1971.

"Business Locations" (Transparencies). Clemson, South Carolina: Vocational Education Media Center, Clemson University, n.d.

Carlo, Patrick A. and Dennis H. Murphy. Merchandising Mathematics. Albany, New York: Delmar Publishers, 1967.

Case Studies, Set I & Set II. Columbus, Ohio: Distributive Education Curriculum Materials Laboratory, The Ohio State University, n.d.

Cashing Checks. Dayton, Ohio: National Cash Register Company, n.d.

Communications in Distribution. Columbus, Ohio: Ohio's Distributive Education Materials Laboratory, The Ohio State University, 1970.

Communications, Oral and Written. Austin, Texas: Instructional Materials Laboratory, Distributive Education Department, The University of Texas at Austin, 1970.

Competitive Events Handbook. Falls Church, Virginia: Distributive Education Clubs of America.

Department Store Problems. (In-Basket Simulations). Columbus, Ohio: Ohio's Distributive Education Materials Laboratory, The Ohio State University, n.d.

Display Made Easier. Columbus, Ohio: Distributive Education Curriculum Materials Laboratory, 1971.

Dorr, Eugene L., G. Henry Richert, and Warren G. Meyer. Buying and Pricing. New York: Gregg Division/McGraw-Hill Book Company, 1971.

Edison, Judith E. and Kenneth H. Mills. Checker-Cashier. Cincinatti, Ohio: South-Western Publishing Company, 1969.

Effective Retail Sales Techniques. Columbus, Ohio: Ohio's Distributive Education Materials Laboratory, The Ohio State University, 1974.

Ely, Vivien King. Organization for Marketing. New York: Gregg Division/McGraw-Hill Book Company, 1971.

Ernest, John W. Basic Salesmanship. New York: Gregg Division/McGraw-Hill Book Company, 1969.

_____. Creative Selling. New York: Gregg Division/McGraw-Hill Book Company, 1971.

Ernest, John W. and Richard D. Ashmun. Salesmanship Fundamentals, Fourth Edition. New York: McGraw-Hill Book Company, 9173.

_____. Student Activity Guide for Salesmanship Fundamentals. New York: McGraw-Hill Book Company, 1973.

Expenses in Retail Business. Dayton, Ohio: The National Cash Register Company, 1973.

Gillespie, Karen R. and Joseph C. Hecht. Retail Business Management. New York: Gregg Division/McGraw-Hill Book Company, 1970.

Hartley, Robert F. Retailing Challenge and Opportunity. Atlanta, Georgia: Houghton Mifflin Company, 1975.

Hartzler, F.E. Retail Salesmanship. New York: Gregg Division/McGraw-Hill Book Company, 1970.

Hatchett, Melvin S. Merchandise Display, Fourth Edition. Austin, Texas: Instructional Materials Laboratory, Distributive Education Department, The University of Texas, 1972.

Hiserodt, Donald D. Psychology and Human Relations. New York: Gregg Division/McGraw-Hill Book Company, 1969.

Human Relations. Columbus, Ohio: Distributive Education Curriculum Materials Laboratory, The Ohio State University, n.d.

Human Relations Games. Columbus, Ohio: Distributive Education Curriculum Materials Laboratory, The Ohio State University, n.d.

Human Relations in Marketing. Richmond, Virginia: Distributive Education Service, State Department of Education, 1972.

Jelley, Herbert M. and Robert O. Herrmann. The American Consumer. New York: Gregg Division/McGraw-Hill Book Company, 1973.

Kohns, Donald P. Credit and Collections. Cincinatti: South-Western Publishing Company, 1968.

Learning Activity Packages. Madison, Wisconsin: Interstate Distributive Education Curriculum Consortium, 1974. (New address: Columbus, Ohio: The IDECC System, The Ohio State University.)

Logan, William B. and M. Herbert Freeman. Mathematics of Marketing. New York: Gregg Division/McGraw-Hill Book Company, 1970.

Logan, William B. and Helen M. Moon. Facts about Merchandise. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1962.

Luter, Robert R. Projects. Austin, Texas: Distributive Education Department, Instructional Materials Laboratory, Division of Extension, The University of Texas at Austin, 1969.

Martin, Charles H. and Linda L. Cyrus. Advertising. Austin, Texas: Instructional Materials Laboratory, Distributive Education Department, The University of Texas, 1972.

Mason, Ralph E., Patricia Mink Rath and Herbert L. Ross. Marketing and Distribution, Second Edition. New York: Gregg Division/McGraw-Hill Book Company, 1974.

_____. Project Activity Guide for Marketing and Distribution. New York: Gregg Division/McGraw-Hill Book Company, 1974.

Mauger, Emily M. Modern Display Techniques. New York: Fairchild Publications, Inc., 1964.

Merchandising Mathematics. Richmond, Virginia: Distributive Education Service, State Department of Education, 1969.

Merit Awards Program (MAP). Falls Church, Virginia: Distributive Education Clubs of America.

Moffett, Carol Willis. Getting Merchandise Ready for Sale. New York: Gregg Division/McGraw-Hill Book Company, 1969.

Mullikin, Eleanor Wanty. Selling Fashion Apparel. Cincinatti, Ohio: South-Western Publishing Company, 1971.

Murphy, Herta A. and Charles E. Peck. Effective Business Communications. New York: Gregg Division/McGraw-Hill Book Company, 1972.

Penney's Forum. New York: J.C. Penney Company, Spring/Summer, 1972.

Piper, Edwin B. Merchandising Mathematics. Cincinatti: South-Western Publishing Company, 1967.

Positive Mental Attitude (Pamphlet). Columbus, Ohio: Distributive Education Curriculum Materials Laboratory, The Ohio State University, n.d.

Produce Department Layout and Customer Traffic Patterns. Chicago, Illinois: Supermarket Institute, Inc., n.d.

Projects for use with Preparatory or Pre-Employment D.E. Curriculums. Austin, Texas: Instructional Materials Laboratory, Distributive Education Department, Division of Extension, The University of Texas at Austin, 1969.

Reich, Edward, Leon Levy, and Rober Feldman. Basic Retailing and Distribution, Second Edition. New York: Pitman Publishing Corporation, 1970.

_____. Basic Retailing and Distribution Workbook. New York: Pitman Publishing Corporation, 1970.

Richert, G. Henry, Warren G. Meyer, Peter G. Haines, and E. Edward Harris. Retailing Principles and Practices, Sixth Edition. New York: McGraw-Hill Book Company, 1974.

Richert, G. Henry, J.K. Stoner, and Kay B. Brown. Marketing Projects and Activities. New York: McGraw-Hill Book Company, 1970.

Ritch, Kelly. Receiving, Checking and Marking. Austin, Texas: Instructional Materials Laboratory, Distributive Education Department, Division of Extension, The University of Texas at Austin, 1969.

Rosenberg, Henry G. Projects in Clerical Record Keeping, Third Edition. Cincinatti, Ohio: South-Western Publishing Company, n.d.

Rowe, Frank A. Display Fundamentals. Cincinatti, Ohio: S.F. Publications, 1970.

Rowe, Kenneth L. and Hallie C. Jimerson. Communications in Marketing. New York: Gregg Division/ McGraw-Hill Book Company, 1971.

Russon, Allien R. Personality Development for Business, Foruth Edition. Cincinatti, Ohio: South-Western Publishing Company, 1973.

Sales Scripts. Columbus, Ohio: Ohio's Distributive Education Curriculum Materials Laboratory, The Ohio State University, 1974.

Samson, Harland E. Advertising and Displaying Merchandise. Cincinatti, Ohio: South-Western Publishign Company, 1-67.

Samson, Harland E. and J. Dean Palmer. Selecting and Buying Merchandise. Cincinatti, Ohio: South-Western Publishing Company, 1974.

Simon, Sidney B., Leland W. Howe, and Howard Kirschenbaum. Values Clarification. New York: Hart Publishing Company Inc., 1972.

Simulations and Games. Columbus, Ohio: Ohio's Distributive Education Materials Laboratory, The Ohio State University, n.d.

Smith, Gary R. Display and Promotion. New York: Gregg Division/McGraw-Hill Book Company, 1970.

Store Security. Columbus, Ohio: Ohio's Distributive Education Materials Laboratory, The Ohio State University, 1972.

"Supervision and Interpersonal Relations" (Filmstrip). Reading, Ma.: Addison-Wesley Publishing Company, n.d.

The Buyer's Manual. New York: The Merchandising Division, National Retail Merchants Association, 1965.

"The Voice of Your Business" (Film). Chesapeake and Potomac Telephone Company. (See local telephone company.)

"Tongue Twisters," in Pastimes, Volume I., No. 4, p. 6. New York: Pastimes Publications, Spring, 1972.

Troxell, Mary D. and Beatrice Judelle. Fashion Merchandising. New York: Gregg Division/McGraw-Hill Book Company, 1971.

Tyler, Elias S. and Eugene J. Correnthal. Materials Handling. New York: Gregg Division/McGraw-Hill Book Company, 1970.

Wingate, John W. and Carroll A. Nolan. Fundamentals of Selling, Ninth Edition. Cincinatti, Ohio: South-Western Publishing Company, 1969.

Wingate, John W. and Harland E. Samson. Retail Merchandising. Cincinatti, Ohio: South-Western Publishing Company, 1975.

_____. Study Guides and Projects for Retail Merchandising. Cincinatti, Ohio: South-Western Publishing Company, 1975.

Wingate, Isabel B., Karen R. Gillespie, and Betty Addison. Know Your Merchandise. New York: Gregg Division/McGraw-Hill Book Company, 1964.

Word Puzzles for D.E. Columbus, Ohio: Distributive Education Curriculum Materials Laboratory, The Ohio State University, 1974.

Visual Merchandising (magazine). Cincinatti, Ohio: S.T. Publications.

Visual Merchandising. Richmond, Virginia: Distributive Education Service, State Department of Education, 1972.

You're Hired: Getting the Right Job for You. Austin, Texas: Instructional Materials Laboratory, Distributive Education Department, The University of Texas, 1972.

ZONE ANALYSES

On the following pages there is a zone analysis of jobs in seven categories of business included in the Crawford study, "A Competency Pattern Approach to Curriculum Construction in Distributive Education."

These analyses should prove helpful in the orientation of students to careers in distribution.

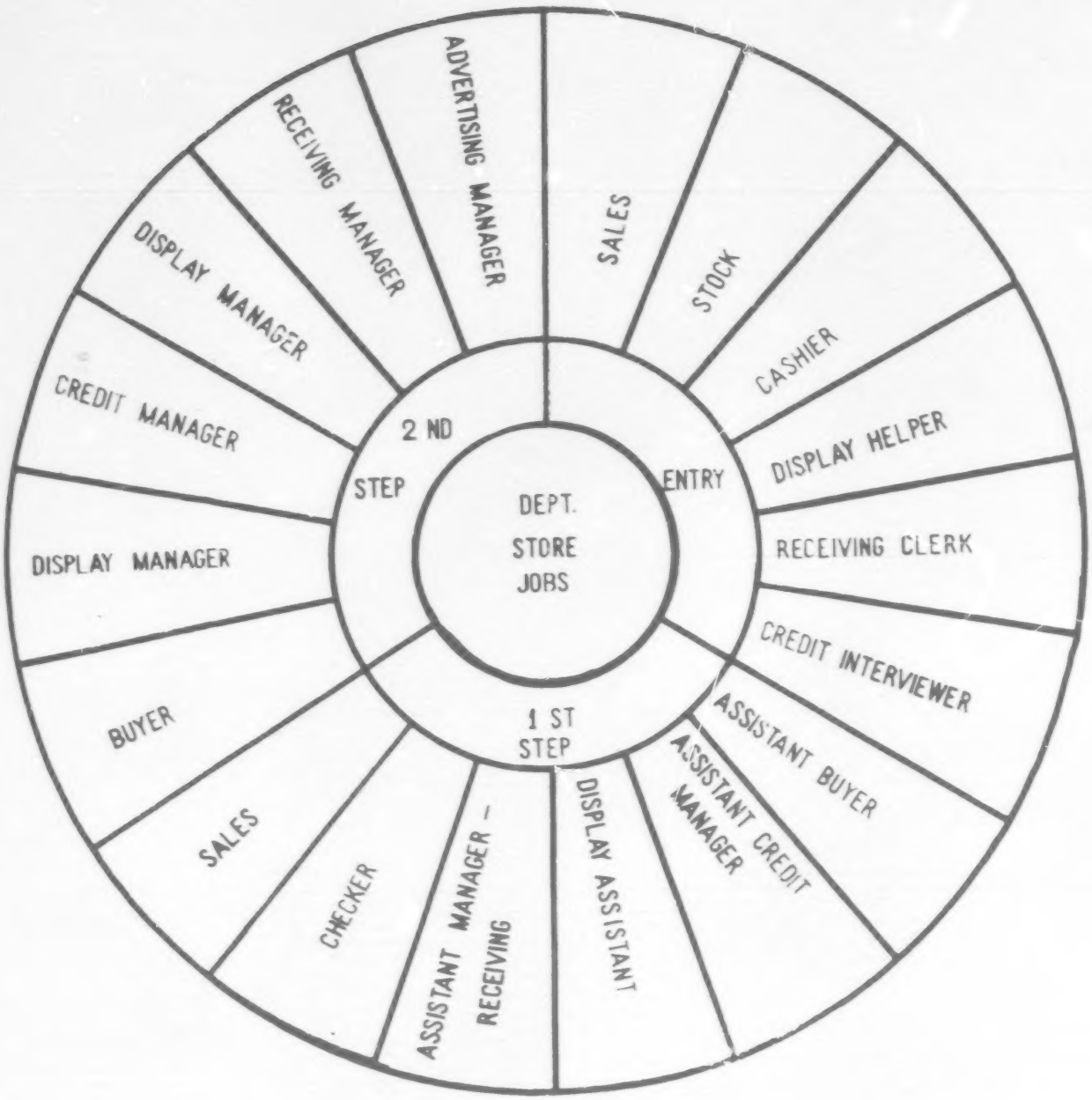
It should be noted that in wholesaling an entry-level job may require previous experience in retailing. Most of the jobs in wholesaling require more maturity than entry-level jobs in retailing.

In the hotel/motel category, some of the jobs are specialized and do not follow a normal job progression within the industry. For example, the recreation director would probably have had training and experience in the direction of recreation activities outside the hotel/motel field. In order to advance, that individual would most probably have to move to a hotel or motel that provided a more extensive program of recreation activities. The purchasing agent would need training and experience as a buyer before entering the job as purchasing agent and the night auditor would need training as an accountant.

It is suggested that transparencies be made of these job analyses and kept on file for use in discussion throughout the year.

ZONED ANALYSIS

Jobs in Department Store Category



ZONED ANALYSIS

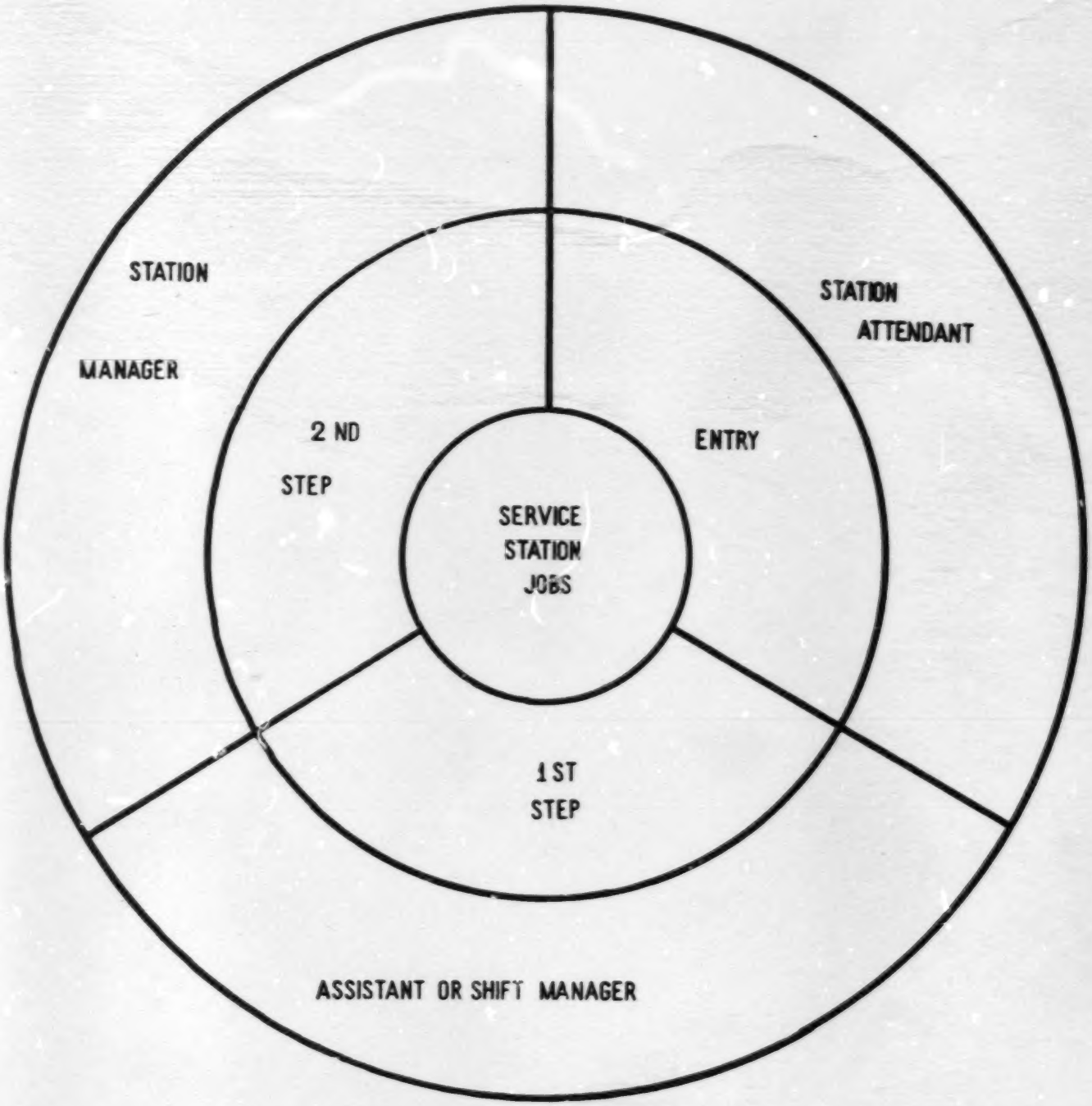
Jobs in Variety Store Category

ZONED ANALYSIS

Jobs in Food Store Category

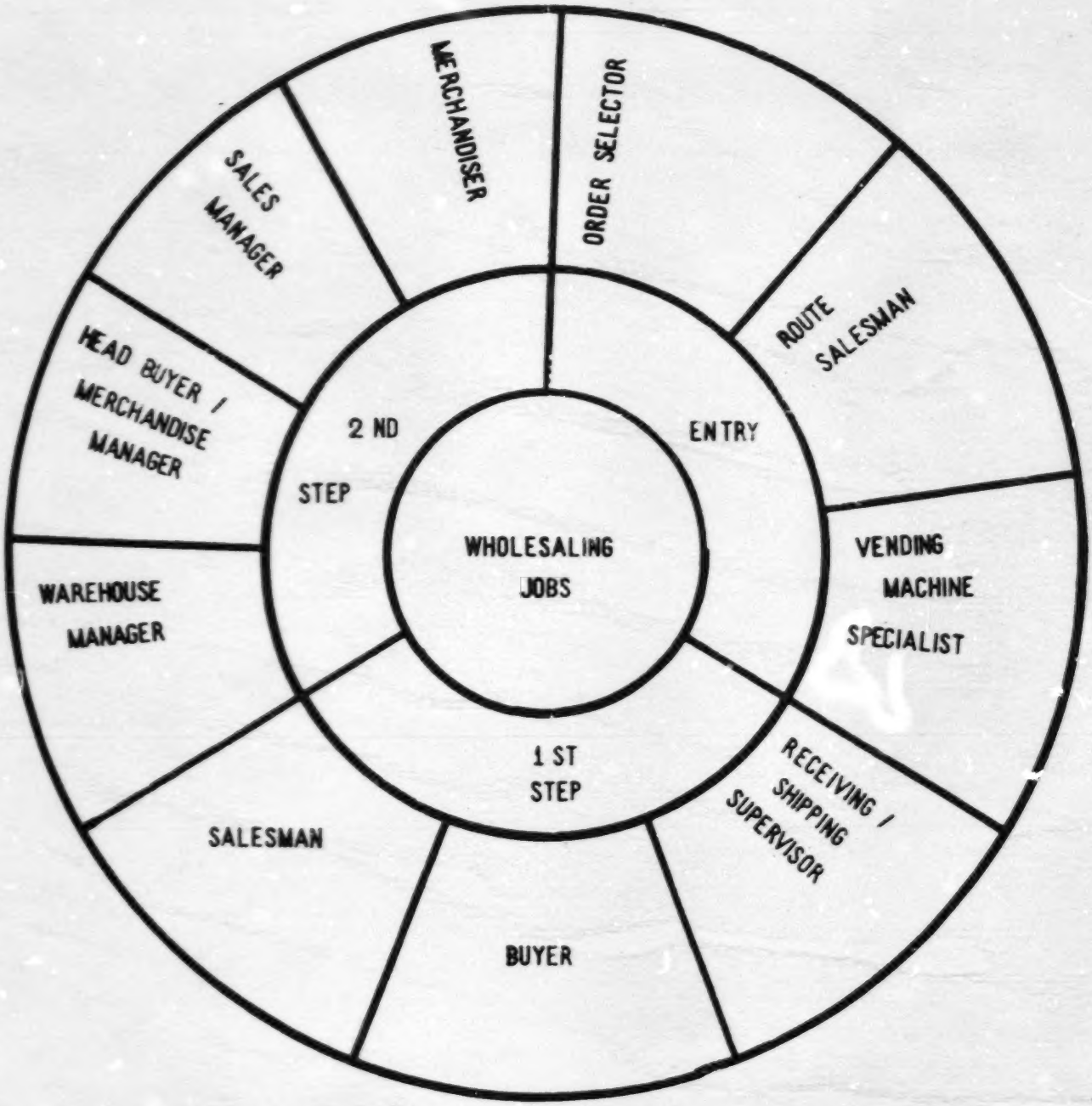
ZONED ANALYSIS

Jobs in Service Station Category



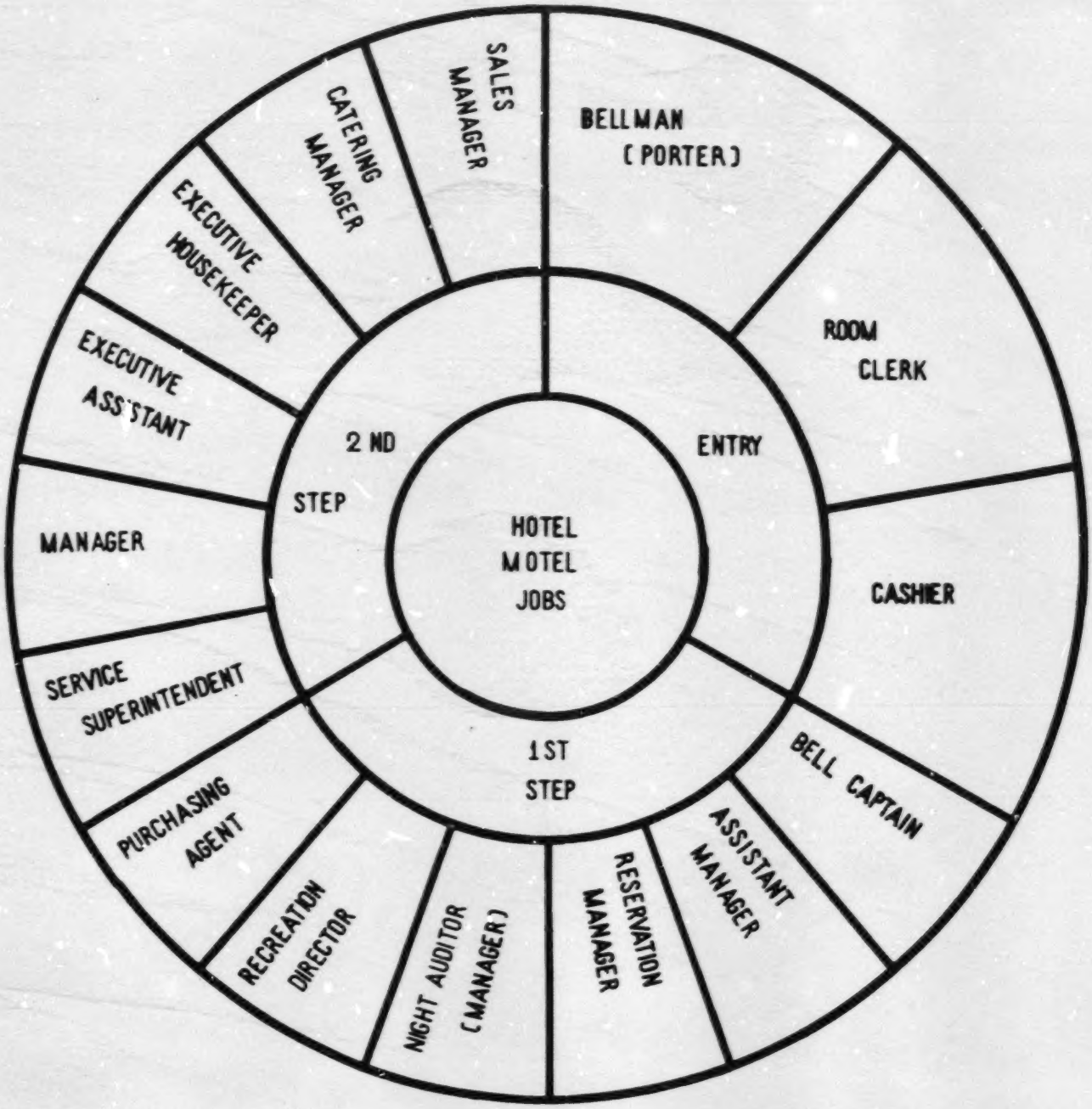
ZONED ANALYSIS

Jobs in Wholesaling Category



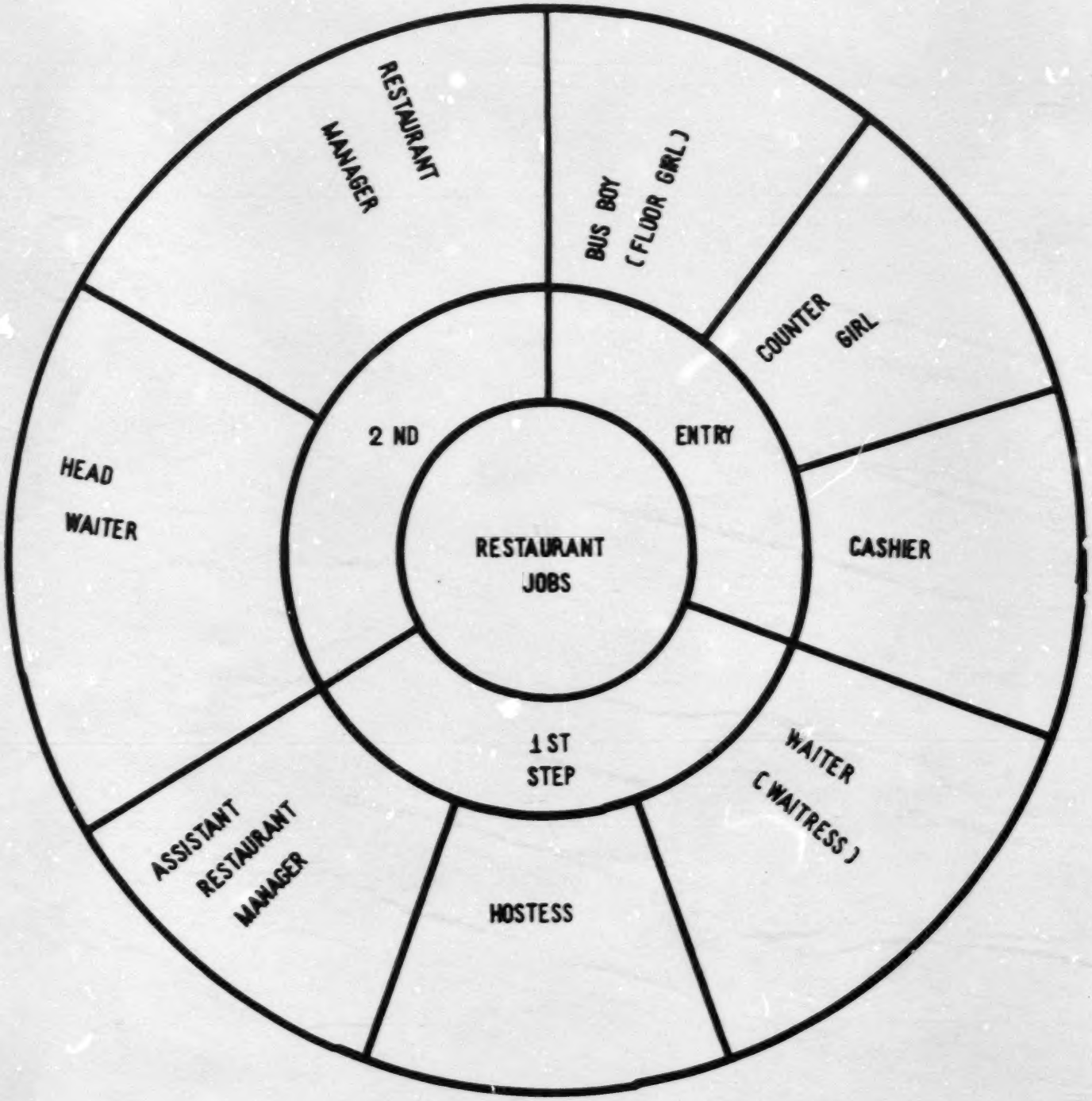
ZONED ANALYSIS

Jobs in Hotel/Motel Category



ZONED ANALYSIS

Jobs in Restaurant Category



Suggested Teaching Sequence
for
First Year Curriculum
Distributive Education Simulation Plan

Suggested Amount of Teaching Time	Competency Area
3 weeks	Orientation to Careers in Distribution
1 week	Parliamentary Procedure
4 weeks	Selling
4 weeks *	Produce and Service Technology
4 weeks	Operations and Management
4 weeks	Mathematics
4 weeks	Advertising
5 weeks	Communications **
3 weeks	Display
4 weeks	Human Relations **

* Including time for preparation of Merchandise Manual

** Should be taught throughout the year

Suggested Teaching Sequence
for
Second Year Curriculum

Distributive Education Simulation Plan

Suggested Amount of Teaching Time	Competency Area
4 weeks	Operations and Management
4 weeks	Selling
2 weeks	Product and Service Technology *
4 weeks	Advertising
4 weeks	Display
4 weeks	Human Relations **
4 weeks	Mathematics
3 weeks	Merchandising
4 weeks	Communications **
3 weeks	Orientation to Careers in Distribution (Emphasis on entry into full-time employment or continuing education)

* Including time for preparation of Merchandise Manual

** Should be taught throughout the year